Shahr Ramadhan

Project Booklet 1440 AH | 2019

The month of Ramadhan, in which was sent down the Quran, as a guidance to mankind, with manifest proofs of guidance and the Criterion [2:185]

AL-KISA FOUNDATION

UNDER THE CLOAK OF GUIDANCE AND MERCY

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Please recite a Fatihah for the marhumin of those who contributed to this booklet.

Letter from Moulana

Dear Brothers and Sisters,
Salaamun Alaikum!

May Allah bless you and your families. Shahr Ramadhan Mubarak!

Indeed, the month of Allah has arrived, and we thank Him for giving us the honor of becoming *Dhuyoof ar-Rahman* — His special guests — once again. As His honored guests this month, we have the golden opportunity to be showered with His divine love and mercy! This isn't just ordinary love — with Allah's love we have the potential to reach great success. So, how can we attain this exceptional love and mercy? Allah gives us the recipe to attaining His love in the Quran:

قُلْ إِن كُنتُمْ تُحِبُّونَ اللَّـهَ فَاتَّبِعُونِي يُحْبِبْكُمُ اللَّـهُ وَيَغْفِرْ لَكُمْ ذُنُوبَكُمْ ۗ وَاللَّـهُ غَفُورٌ رَّحِيمٌ

Say [O Muhammad], 'If you love Allah, then follow me; Allah will love you and forgive your sins.' And Allah is the All-Forgiving, All-Merciful. (3:31)

Indeed, by following the Prophet's (s) guidance and making a firm effort this month to abstain from sins and seek His divine forgiveness, we can become His beloved ones. But in order to truly achieve this lofty status, we must also strive to embody the traits of His beloved ones mentioned in the Quran:

إِنَّ اللهَ يُحِبُّ الْمُتَّقِينَ: **Indeed Allah loves the *muttaqeen* (those who have *taqwa*)**
The muttaqeen are those who have attained *taqwa* — a state of God-consciousness and fear that allows you to control your desires. This is the month for us to take control of our lives and think before we act. In this month, consciously ask yourself in as many situations as you can, "Will Allah be pleased with this action of mine?"

وَاللَّـهُ يُحِبُّ الْمُطَّهِّرِينَ: **And Allah loves the *muttahhireen* (those who purify themselves)**
The *muttahhireen* are those who strive to purify themselves externally, spiritually, ritually, and internally. In this month, assess: are my thoughts pure? Are my actions pure? Is what I am saying, seeing, and listening to pure? All my body parts are an *amaanah* (trust) from Allah; thus, I must use them in His way.

وَاللهُ يُحِبُّ الصَّابِرِينَ: **And Allah loves the *sabireen* (those who are patient)**
The patient ones are those who endure, make decisions based on intellect, and have the insight to think long term. We already struggle with being cordial with others, especially our families, but doing so on an empty stomach adds to this struggle. This month, strive to be patient with those around you, especially your family, friends, and coworkers.

وَاللَّـهُ يُحِبُّ الْمُحْسِنِينَ: And Allah loves the ***muhsineen*** (the good doers)
The *muhsineen* are those who do good even before being asked. They provide so much goodness that you almost become needless. We should anticipate people's needs and wants, and attempt to resolve them even before they ask and without

seeking any reward or acknowledgment. Especially in this month in which we celebrate the birthday of Imam Hasan (a), whose name means goodness, we should strive to lend a helping hand in all areas. This goodness must begin in your home, especially towards your parents.

إِنَّ ٱللَّهَ يُحِبُّ ٱلْمُقْسِطِينَ: Indeed, Allah loves the ***muqsiteen*** (the just ones)

Qist is not only justice — it is the highest level of justice. Justice is having balance and ensuring that everything is put in its correct place. When we pray to Allah, we ask Him to deal with us according to His *fadhl* (grace), not justice. This is because if He treats us with His justice, we will be at a loss. This month, let us deal with others the way we want Allah to deal with us. Even in situations where others are unjust towards you, be gracious and forgive them. By being the bigger person, you will eventually be able to reach their hearts. Especially pray for the injustices being done against our brothers and sisters all over the world.

إِنَّ ٱللَّهَ يُحِبُّ ٱلْمُتَوَكِّلِينَ: Indeed Allah loves the ***mutawakkileen*** (those who rely on Him)

Those who have *tawakkul* are those who rely on Allah. Tawakkul means to do your part and put all the pieces together, but leave the result with Allah because His permission is the triggering factor of an action. This month, let's endeavor to embed positive habits and rectify negative traits within ourselves. InshaAllah, if we take the first step and do our part, we can rely on Allah to give us the extra support we need.

Alhamdulillah, this is our 3rd Shahr Ramadhan project booklet! Each lesson can be done in 2 days, so there are plenty of activities for the children to do during the whole month. May these lessons increase their love for Quran and Ahlul Bayt, and encourage them have the best akhlaq.

May Allah elevate our ranks and inspire us to strive in His way and His cause during this holy month, and throughout our lives, in order to receive our rewards on the day of Eid al-Fitr from Allah through our beloved Imam Mahdi (AJ).

JazakAllah and Best Wishes,
Nabi R. Mir (Abidi)

Lesson 1

Allāh is Aware of What We Do!

OBJECTIVE

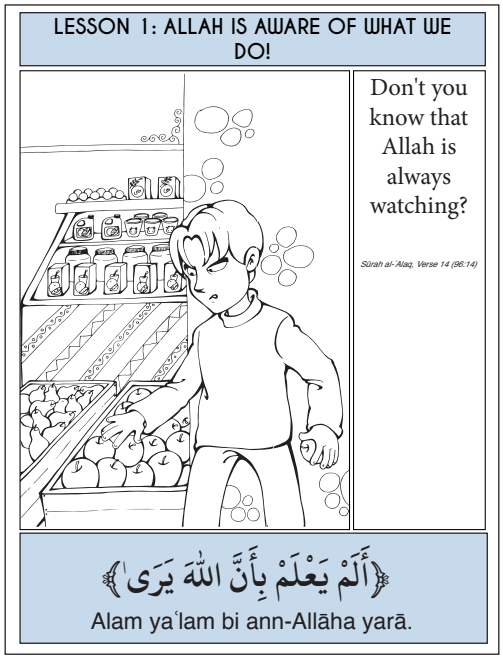
Students will learn that Allāh is always watching over us, and will memorize the corresponding āyah.

اَلَمْ يَعْلَمْ بِأَنَّ اللّٰهَ يَرٰى

Transliteration: Alam yaʿlam bi ann-Allāha yara?
Translation: Don't you know that Allāh is always watching?
Āyah Source: Sūrah al-ʿAlaq, Verse 14 (96:14)

STEP 1: INTRODUCTION

1. Begin each lesson with "Bismillāh hir-Raḥmān ir-Raḥīm." Encourage students to join you in reciting and doing the associated sign language before each lesson.
2. **Guiding questions:** Today, we are going to be talking about how Allāh is always watching over us. Can you think of any examples in our world where we have a video camera recording our actions? Why are these cameras there? How do we act in front of these cameras?
3. **Make a list:** Together with your students, make a quick list as you jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to be learning a new and special āyah today. I want you to listen carefully and think about what this āyah is saying.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, who do you think Allāh is talking to when He says, "Don't you know?" Students will most likely respond, "us - to human beings." Explain that this is a rhetorical question that means "don't you realize," or "know I'm always watching."
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 1: ALLAH IS AWARE OF WHAT WE DO!
Don't you know that Allah is always watching?
Sūrah al-'Alaq, Verse 14 (96:14)
﴿أَلَمْ يَعْلَمْ بِأَنَّ اللّٰهَ يَرٰى﴾
Alam yaʿlam bi ann-Allāha yarā.

STEP 2: DISCUSSION

1. Have students sit in a circle and jot down their responses.
2. Use the talking points below and encourage an engaging discussion with students:
   - Why do you think Allāh is reminding us that He is always watching?
   - On a positive note, remind students that He is always protecting us and looking out for us. Emphasize to students that often, we are given an image of Allāh as someone who is scary and trying to catch us doing wrong things. Contrary to that belief, Allāh is always cheering us on to do *good* and watches us to let us know that we are not alone.
   - When we know Allāh is watching us, how does that help us to do more good actions? How does that help us refrain from bad ones?
   - Are you scared that He is watching us or happy that He is watching us?
   - Why do we sometimes forget that Allāh is watching us and still disobey Him?
   - Discuss with students how if there was a camera in their room or house, wouldn't they be more conscious of what they say/do? Or if they knew the Imām was going to get a report of their actions at the end of the day, wouldn't that make them want to please the Imām, so that Allāh is pleased? How does it make you feel that Allāh is watching us? Some might respond, "intimidated, nervous, scared, want to act more proper, uncomfortable, happy, protected, etc." Discuss with them why, and redirect them to the concept that Allah is "ar-Rabb," the Nurturer; He is watching out for us.

STEP 3: MEMORIZATION & SIGN LANGUAGE

1. **SAY:** We will be memorizing this beautiful āyah using special sign language! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to copy. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make hands into binoculars,' be sure to say the Arabic (yara) and translation (watching) so that students can associate the sign with the Arabic word and English meaning.

One finger pointing on the temple
(Alam yaʿlam - Don't you know)

Point up
(bi anna-Allāha - that Allāh is always)

Make hands into binoculars
(yarā-watching)

4. **Video:** Tell students you have a special video of the signs that you will show them now. (Show video: link here) Watch video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah in a whisper, loud voice, louder voice, etc. This will get students excited and encourage them to recite along to imitate the teacher.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs five times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling; bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story and ask them to help you come up with names for the characters on the page and then create a storyline.
2. **OR** use the sample story below:

Ahmad was walking down the street one day when he saw the best-looking apples in the grocery store window. He decided to go inside and get a few. Khalid, the store owner, was standing behind the counter and saw Ahmad walk in. "Salaam Ahmad! Welcome!" Khalid kindly greeted him "Do you need help finding anything today?"

"Wa alaikum salaam, no thank you," Ahmad replied, "I'm just looking around." When he got to the carton of apples, he looked around to make sure Khalid was still by the counter. After a while, he casually strolled passed the apples and grabbed a few. He quickly walked to the store entrance and slipped out while Khalid was busy with other customers.

Ahmad raced back home, surprised to have gotten away without Khalid noticing! He couldn't believe no one saw him taking the apples! Ahmad went to his friend's house and bragged about what he had done. His friend shook his head and said, "Ahmad, are you saying you stole the apples? Do you think Allāh will be pleased with that choice, or that it will bring us closer to Him?" Ahmad thought about what his friend said. He did want to get closer to Allāh, and understood that stealing would not get him there.

Ahmad ran back to the store. He told Khalid what he had done and gave him money for the apples. "MashaAllāh Ahmad, I'm glad you came back and fixed your mistake," Khalid said. "And you should always remember: even if no one is around, Allāh can always see what you are doing."

We learned today that Allāh says in the Qurʾān: [read āyah with translation]. We always want to remember that Allāh loves and and is always watching us!

STEP 5: COLORING

As students color the picture in their books, walk around, encouraging them to recite the āyah and do the hand gestures. When they finish coloring, they can complete the matching worksheet.

LESSON 1: ALLAH IS AWARE OF WHAT WE DO!

Don't you know that Allah is always watching?

Sūrah al-ʿAlaq, Verse 14 (96:14)

﴿أَلَمْ يَعْلَمْ بِأَنَّ اللَّهَ يَرَىٰ﴾

Alam yaʿlam bi ann-Allāha yarā.

Lesson 1: Allah is Aware of What We Do

Objective: Children will learn that remembering Allah and that He is always watching us helps us make good choices and achieve our purpose.

Time: 40 minutes

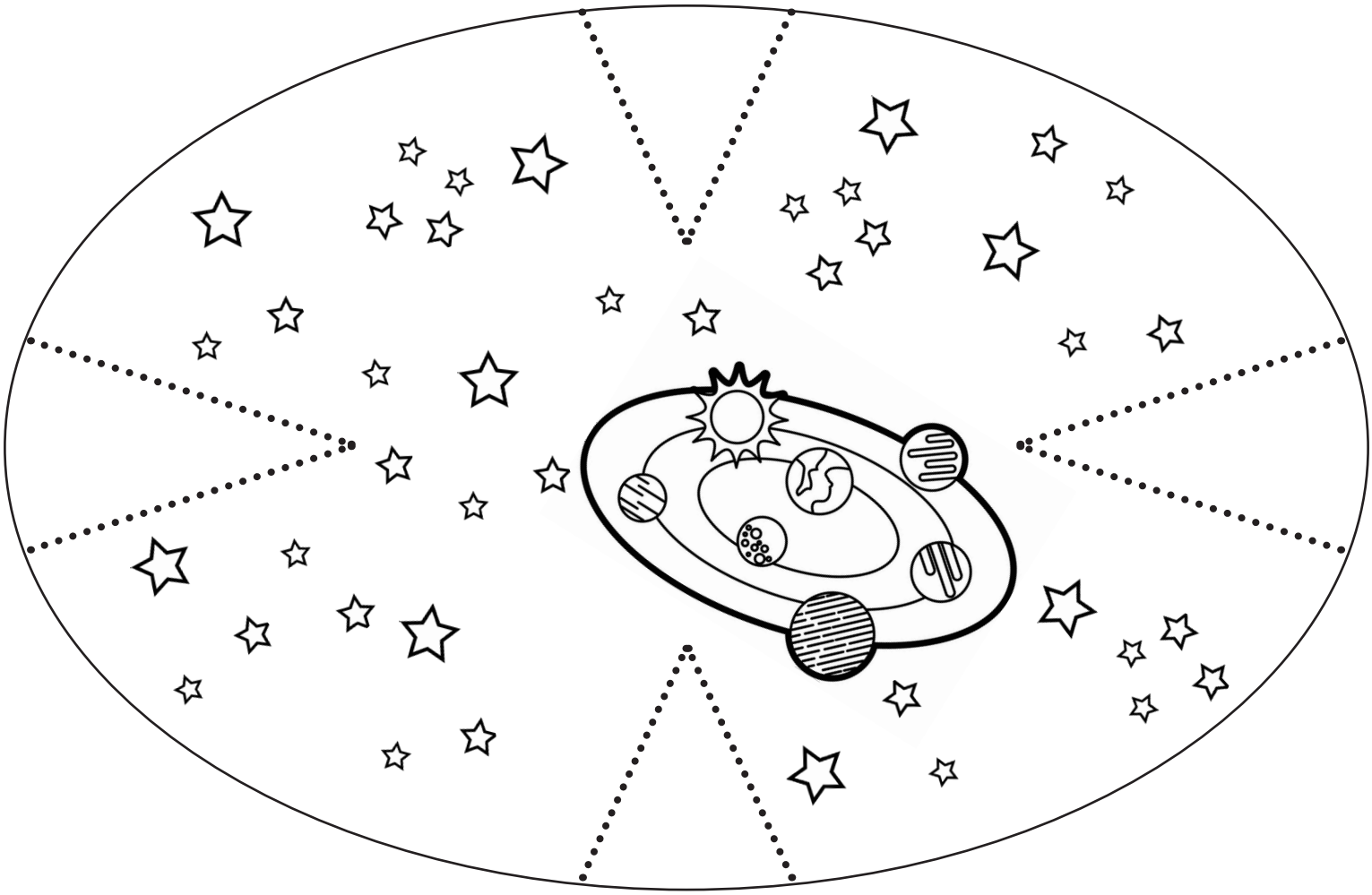
Suggested Ages: 5+

Materials:

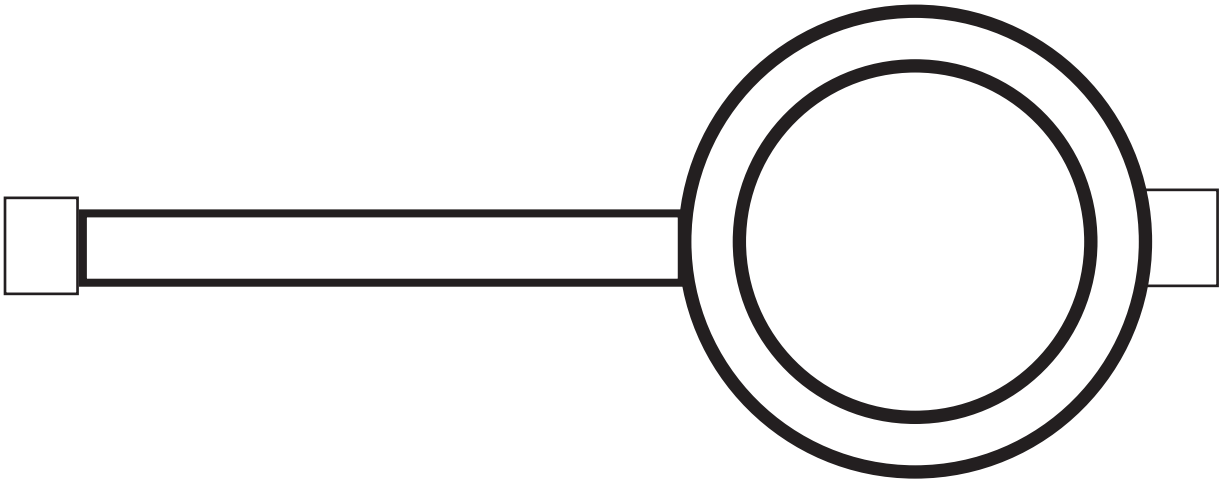
- Galaxy shape and magnifying glass template
- Sharpies or coloring pencils
- Scissors
- Tape

Procedures:

1. **SAY:** Salaamun alaikum, dear children! We learned that we must always do the right thing because Allah sees all that we do. How does knowing Allah is watching help us do right thing? [wait for responses]
2. **SAY:** Good! When someone such as a parent is important to us we don't want to let them down. If we love Allah and always remember Him then we should want to please Him. What happens to our relationship with Allah when we work to please Him? [wait for responses]
3. **SAY:** MashaAllah, good answers. When we work to please Allah and know Him better then we grow closer to Him and we stay on the path of our purpose. This way, InshaAllah we can all achieve a good akhira, a place in Jannah.
4. **SAY:** Today we will make a special project to remind us that Allah is always watching and that we should do the right thing to please Him.
5. At this time hand out the galaxy shape and magnifying glass template.
6. Have the children color the template and then gently roll it vertically and then open it and gently roll it horizontally. This will make it more malleable when shaping it.
7. Then have the children cut out the galaxy oval and magnifying glass. Have them cut out the triangle shaped gaps in the galaxy oval.
8. Next, help them to cut out the inner circle of the magnifying glass so they can see through it
9. Then help them close the gap of each triangle slowly cupping the galaxy. Have them carefully tape each gap shut. The galaxy should be cupped inward.
10. Then tape the magnifying glass to the edge of the galaxy shape such that the solar system is visible through the magnifying glass "lens".
11. Next take the strip with the verse written on it and have them affix each end to the sides of the galaxy shape so that the verse arcs over the bowl of the galaxy shape.



Don’t you know that Allah is always watching?



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Lesson 2

Speaking Calmly with Others

OBJECTIVE

In this āyah, students will remember to speak to others politely and calmly. They will also memorize the corresponding āyah

وَاغْضُضْ مِنْ صَوْتِكَ

Transliteration: ...wagh ḍuḍ min ṣawtik.
Translation: ...and lower your voices [and speak calmly].
Āyah Source: Sūrah Luqmān, Verse 19 (31:19)

STEP 1: INTRODUCTION

5

1. Begin each lesson with "Bismillāh hir-Raḥmān ir-Raḥīm." Encourage students to join you in reciting and doing the associated sign language before each lesson.
2. **Guiding questions:** Today, we are going to be talking about our voices. Can you think of any examples of how we should use our voices? What are some good ways we can use our voices? What are some bad ways we can use our voices?
3. **Make a list:** Together with your students, make a quick list as you jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to be learning a new and special āyah today. I want you to listen carefully and think about what this āyah is saying.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** Take a look at the picture. How are the children using their voices? Students will most likely respond, "rudely, harshly, etc."
7. **Read translation slowly and clearly:** Now I will read what this āyah means.

LESSON 2: SPEAKING CALMLY WITH OTHERS
And lower your voices [and speak calmly]
Sūrah Luqmān, Verse 19 (31:19)
﴿وَاغْضُضْ مِنْ صَوْتِكَ﴾
Wagh ḍuḍ min ṣawtik...

STEP 2: DISCUSSION

10

1. Have students sit in a circle and jot down their responses.
2. Use the talking points below and encourage an engaging discussion with students:
   - The way we speak is a part of our personality and represents our akhlaq. Who can remind me what akhlaq means?
   - Why is it important that we are calm and speak without shouting?
   - Can you think of examples in history where the Prophets or Ahlul Bayt (a) spoke softly and calmly? You can discuss how Imam Husain (a) and Imam Hasan (a) spoke to their parents, how Sayyidah Fatimah (a) spoke to Imam Ali (a), and how the Prophet (s) spoke to the believers and his family. A good reference is Hadith al-Kisa.
   - We should never think we are better than someone else and think that it's okay to speak down to them by speaking louder or being more aggressive with them. Remember that Allāh loves those who are humble.
   - The way we speak reflects a form of mercy and kindness. If we are kind and merciful towards others, remember that Allāh will be especially merciful and kind toward us.
   - If we accidentally begin speaking loudly and become agitated, what are things we can do to remind ourselves to remain calm? What makes you calm?

STEP 3: MEMORIZATION & SIGN LANGUAGE

1. **SAY:** We will be memorizing this beautiful āyah using special sign language! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to copy. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'point to lips and point to audience,' be sure to say the Arabic (min ṣawtik) and translation (your voices) so that students can associate the sign with the Arabic word and English meaning.

Lower hands and pretend to whisper
(wagh ḍuḍ - and lower)

Point to lips and point to audience
(min ṣawtik - your voices)

4. **Video:** Tell students you have a special video of the signs that you will show them now. (Show video: link here) Watch video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah in a whisper, loud voice, louder voice, etc. This will get students excited and encourage them to recite along to imitate the teacher.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs five times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling; bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story and ask them to help you come up with names for the characters on the page and then create a storyline.
2. **OR** use the sample story below:

One day, Amira and Basim were playing in their backyard with their scooter. There was only one scooter, and they began fighting over whose turn it was. "I'm older, so I get to ride first!" Amira yelled.

"But you are always first!" Basim replied back. Pretty soon the argument became heated and their mother came out to see what was going on. Instead of letting her solve their dispute in a calm manner, both of them continued to yell.

"Let's all calm down first, and then we can talk about whose turn it is," their mother said, and they both settled down for a minute. "How you speak to others is very important. Yelling and speaking angrily is not the way to talk to others," she explained.

Then their mother asked, "How do you think Allāh would like for us talk to each other?"

Amira and Basim thought for a moment. "We should talk in a nice, calm voice and not be so loud or yell," said Basim.

"We should not say anything to hurt someone's feelings," Amira added.

"Correct! Let's make sure we do that everytime we talk," their mother said. "Whoever is kind and ends the fight first will get more reward and thawaab." Amira thought about what her mother said. Being the oldest, Amira knew Basim looked up to her and always copied what she did, so Amira would have to speak kindly first. Starting a fight with Basim would not help him learn to speak calmly with others. So, she let Basim have a turn on the scooter first. From that day on, whenever Amira and Basim began to raise their voice or become angry, they stopped themselves and changed the way they spoke. That improved the way they treated others, and the way others treated them.

We learned today that Allāh says in the Qurʾān: [read āyah with translation]. We should use our voices and words in the best way possible!

STEP 5: COLORING

As students color the picture in their books, walk around, encouraging them to recite the āyah and do the hand gestures. When they finish coloring, they can complete the matching worksheet.

LESSON 2: SPEAKING CALMLY WITH OTHERS

And lower your voices [and speak calmly]

Sūrah Luqmān, Verse 19 (31:19)

﴿وَاغْضُضْ مِنْ صَوْتِكَ﴾

Wagh ḍuḍ min ṣawtik...

Lesson 2: Speaking Calmly with Others

Objective: Children will learn about speaking calmly and having good akhlaq. Children will learn that the power of aql, or intellect, can help us maintain our voices and behavior.

Time: 40 minutes

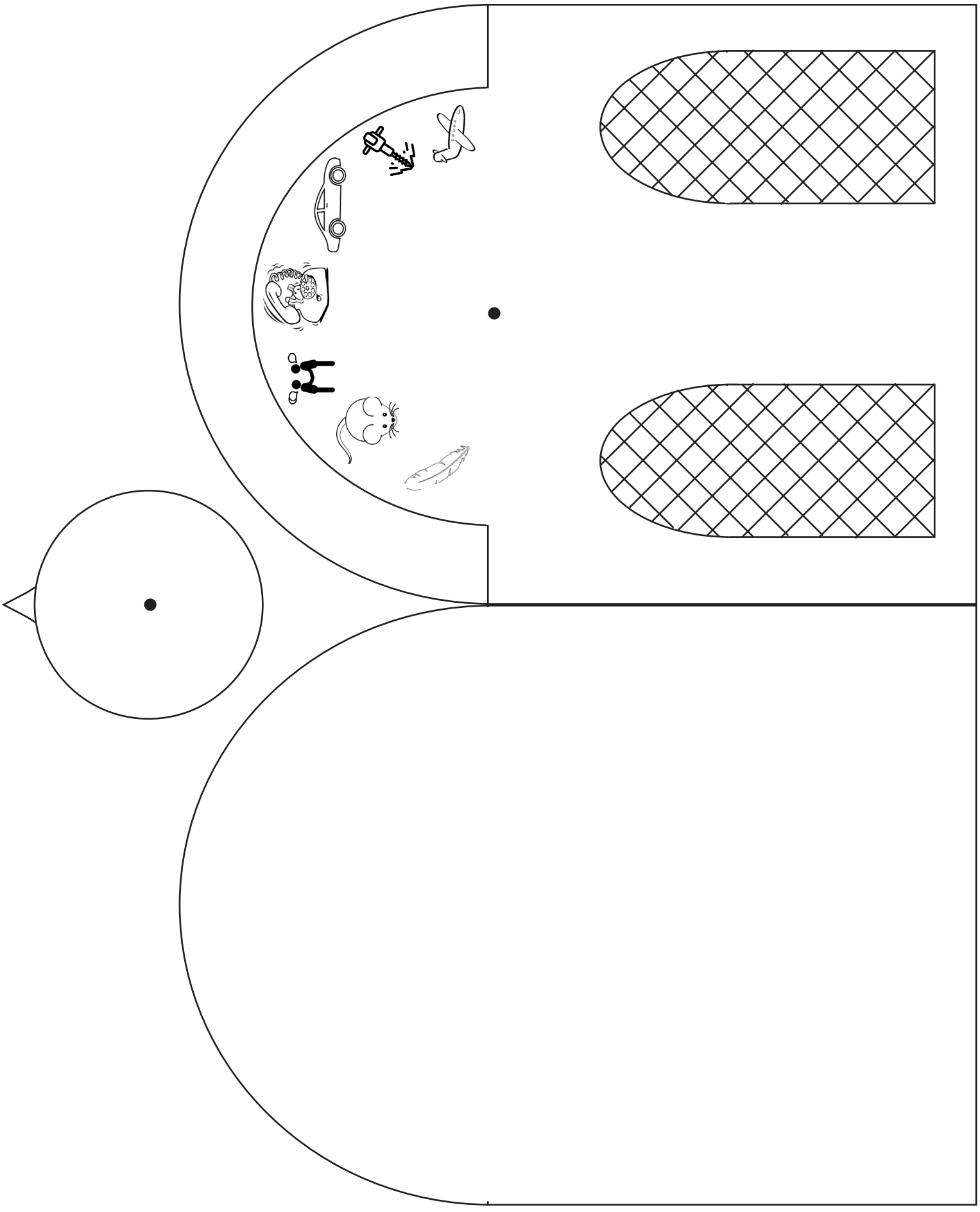
Suggested Ages: 5+

Materials:

- Vintage radio and knob template
- Sharpies or coloring pencils
- Scissors
- Brads or fasteners

Procedures:

1. **SAY:** Salaamun alaikum, dear children! We learned that speaking calmly and politely is a mercy towards others. What is the opposite of speaking calmly and politely? [wait for responses]
2. **SAY:** Many good answers. Screaming and shouting or sarcasm and name-calling are all opposite of calm and quiet communication. What is the main emotion we feel when we are yelling or fighting? [wait for responses]
3. **SAY:** Good! When we get emotional and start raising our voices we are usually angry. When we are angry then our aql is not in control. What is our aql? [wait for responses]
4. **SAY:** Yes! Our aql is our intellect. It is our mind. This is the part of us that helps us to do the right thing and speak the proper way. So if we speak calmly and politely instead of in anger then what is in control our anger or our aql?
5. **SAY:** Yes, our aql is in control. We use our aql to help us make good choices and control our voice and our emotions. Whenever we start to get upset or emotional we must take a moment to calm down so our aql regains control so that we can think and not say anything that is unkind or unmerciful.
6. **SAY:** Today we will make a special project to help is remember that we can control our voices and our choices, inshaAllah.
7. At this time hand out the vintage radio and knob template.
8. The vintage radio is card shaped and there is a tiny dot to mark where the brads and knob should be placed.
9. Have the children color and decorate their vintage radio and knob. Point out to them the noise chart on the face of the radio and guide their attention to where the people talking are on the quieter side of the noise chart.
10. Have the children cut out the radio card and knob. Do not let them fold the card yet so that they do not puncture both sides of the card in the next step.
11. Next help the children puncture the braids through the know then through the face of the vintage radio.
12. Help the children fast then brad on the other side. Then have them fold the card so that the radio face is on the outside with the turnable knob.
13. Finally have them write the ayah on the inside of the card and decorate the area around the ayah.



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Lesson 3 Establishing Prayers

OBJECTIVE

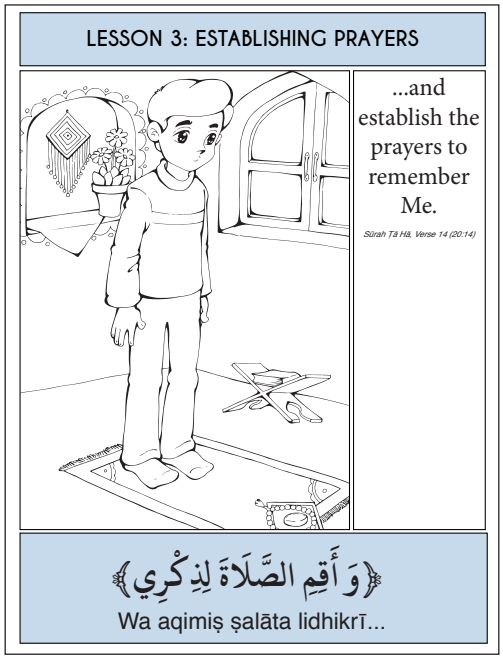
Students will learn that ṣalāh is a way of talking to Allāh directly and an honor for us. They will also memorize the corresponding āyah.

وَ أَقِمِ الصَّلَاةَ لِذِكْرِى

Transliteration: ...wa aqimiṣ-ṣalāta lidhikrī.
Translation: ...and establish the prayers to remember Me.
Āyah Source: Sūrah Ṭā Hā, Verse 14 (20:14)

STEP 1: INTRODUCTION

1. Begin each lesson with "Bismillāh hir-Raḥmān ir-Raḥīm." Encourage students to join you in reciting and doing the associated sign language before each lesson.
2. **Guiding questions:** Have you ever wanted to turn and talk to someone when you were having a bad day or when a lot was going on? Who would you talk to and why?
3. **Make a list:** Together with your students, make a quick list as you jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to be learning a new and special āyah today. I want you to listen carefully and think about what this āyah is saying.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, why do you think Allāh is reminding us to perform ṣalāh? How does prayer help us? Students will most likely respond, "to remember Him."
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 3: ESTABLISHING PRAYERS
...and establish the prayers to remember Me.
Sūrah Ṭā Hā, Verse 14 (20:14)
﴿وَ أَقِمِ الصَّلَاةَ لِذِكْرِي﴾
Wa aqimiṣ ṣalāta lidhikrī...

STEP 2: DISCUSSION

1. Have students sit in a circle and jot down their responses.
2. Use the talking points below and encourage an engaging discussion with students:
   - Why is ṣalāh the pillar of Islam? What if we never prayed? How different would our lives be? Why do you think we need prayers?
   - Should we schedule our time around ṣalāh, or schedule our ṣalāh around other things we are doing? Which comes first?
   - What should we think about when we pray to Allāh? We should think about how He is our Master, the Most Powerful. We should pray as though He is watching us. Also, we should imagine ourselves standing right in front of the Kaʿbah, or maybe imagine standing before a judge. Would you fidget or think about other things?
   - Prayers can be used to thank Allāh, ask for His Forgiveness, seek His help in difficulties, receive His blessings, and seek His pleasure.
   - Does Allāh need our prayers? Why or why not? Who needs the prayers?
   - Is it enough to do everything else in Islām, like go to majlis, but not perform prayers? Imām Ja'far as-Sadiq (a) has said, "If my Shi'a leave or forget their prayers, or take their prayers lightly, they will not receive our shafa'a (intercession) in the hereafter." What does this mean?
   - How can we encourage others we love to also pray? Allāh says for us to *establish* prayer, which means to not only pray yourself, but to also invite others to prayer.
   - Another way to establish prayer is to be consistent, which means performing ṣalāh every single day at its right time. How does this consistent form of prayer help?
   - Why do you think Allāh wants us to pray five times a day instead of just once? The more we pray, the more we remember and thank Him.
   - Imagine someone knocks on your door, you open it, and they give you a toy or gift you like. What would your reaction be? Would you ignore the person? No, you'd want to immediately thank them! Allāh, without us even asking, is always giving us health, happiness, and protection. Therefore, we must thank Him. Remember, Allāh also gives more to those who thank Him.

STEP 3: MEMORIZATION & SIGN LANGUAGE

1. **SAY:** We will be memorizing this beautiful āyah using special sign language! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to copy. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action ‘“Allāhu Akbar” hand motion,’ be sure to say the Arabic (ṣalāta) and translation (the prayers) so that students can associate the sign with the Arabic word and English meaning.

Signaling to stand up
(wa aqimiṣ - and establish)

“Allāhu Akbar” hand motion
(ṣalāta - the prayers)

Point one finger to brain and another to Allāh
(lidhikrī - to remember Me)

4. **Video:** Tell students you have a special video of the signs that you will show them now. (Show video: link here) Watch video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah in a whisper, loud voice, louder voice, etc. This will get students excited and encourage them to recite along to imitate the teacher.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs five times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling; bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story and ask them to help you come up with names for the characters on the page and then create a storyline.
2. **OR** use the sample story below:

After school, Asif always rushed home to watch the 3 o’clock cartoons. Before doing anything else, he would throw his backpack to one side and jump onto the sofa with the TV remote in his hand. When the cartoons were done, Asif went and did his homework. He made sure to have it all finished before dinner time.

One day, his mother walked in while Asif was watching TV. She was on her way to offer ṣalāh. “Asif, have you performed afternoon ṣalah yet?” she asked him.

“No, not yet,” he responded.

“Okay, but be sure to pray as soon as possible,” she said. She was about to leave when she stopped again and said, “Why don’t we pray together? There is a lot of thawaab and reward in praying together.” Asif went to perform ṣalah with his mother. After they had finished, his mother said, “It’s important to perform ṣalah everyday. It is how we talk to Allāh, and we want to keep a connection with Him everyday.”

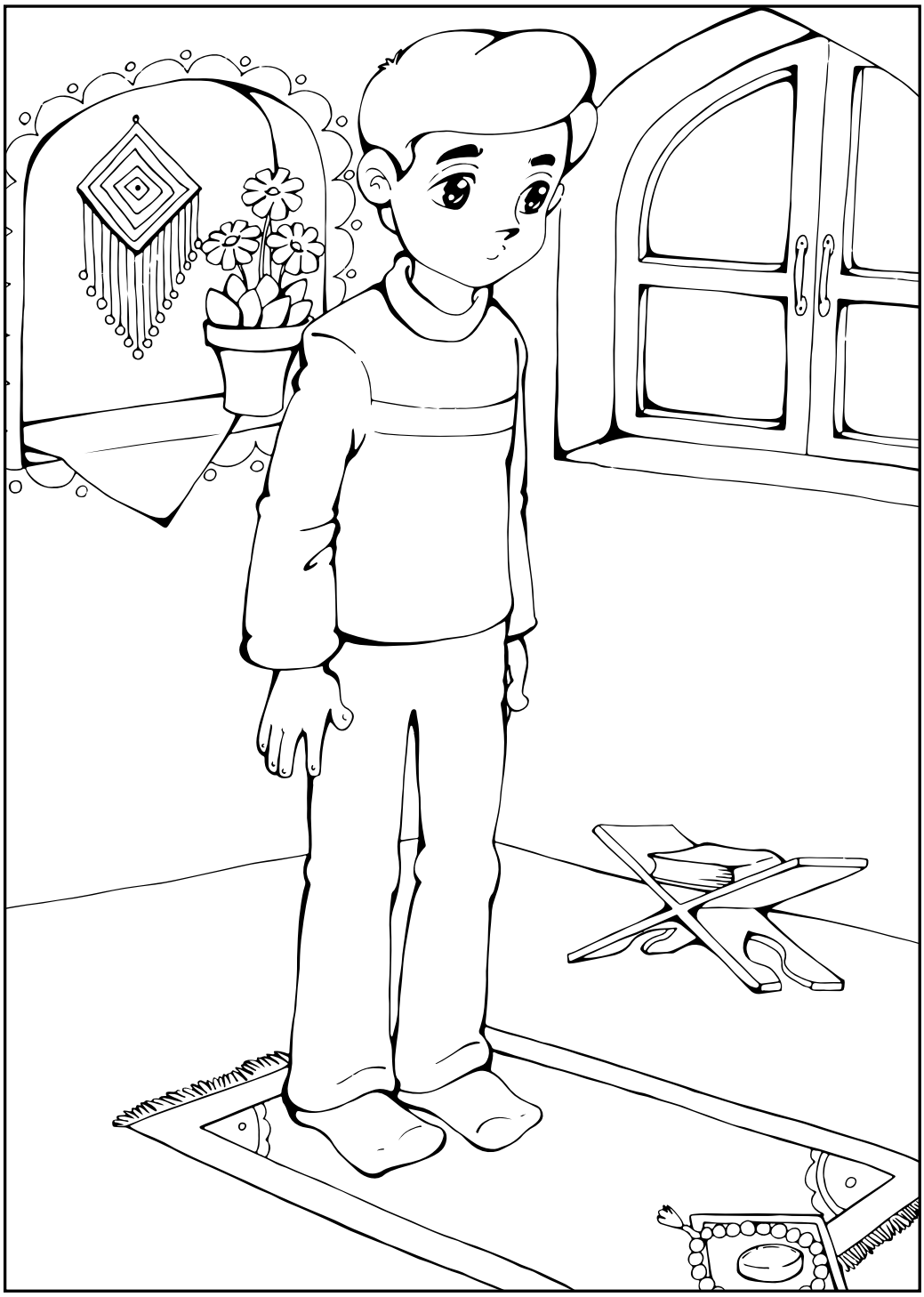
Asif understood what his mother meant. Ṣalah is the key to Heaven and to getting closer to Allāh. He had to establish ṣalah, just like he had a routine for TV and homework. So everyday, after coming home from school, Asif made sure he performed afternoon ṣalah before doing anything else. His mother was so happy to see his excitement for ṣalah and would often join him.

We learned today that Allāh says in the Qurʾān: [read āyah with translation]. We should remember Allāh by establishing our prayers and making ṣalāh a top priority in our lives!

STEP 5: COLORING

As students color the picture in their books, walk around, encouraging them to recite the āyah and do the hand gestures. When they finish coloring, they can complete the matching worksheet.

LESSON 3: ESTABLISHING PRAYERS



...and establish the prayers to remember Me.

Sūrah Ṭā Hā, Verse 14 (20:14)

﴿وَ أَقِمِ الصَّلَاةَ لِذِكْرِي﴾

Wa aqimiṣ ṣalāta lidhikrī...

Lesson 3: Establishing Prayers

Objective: Children will learn that they have the ability and responsibility to establish the wajib prayers for themselves and their loved ones.

Time: 40 minutes

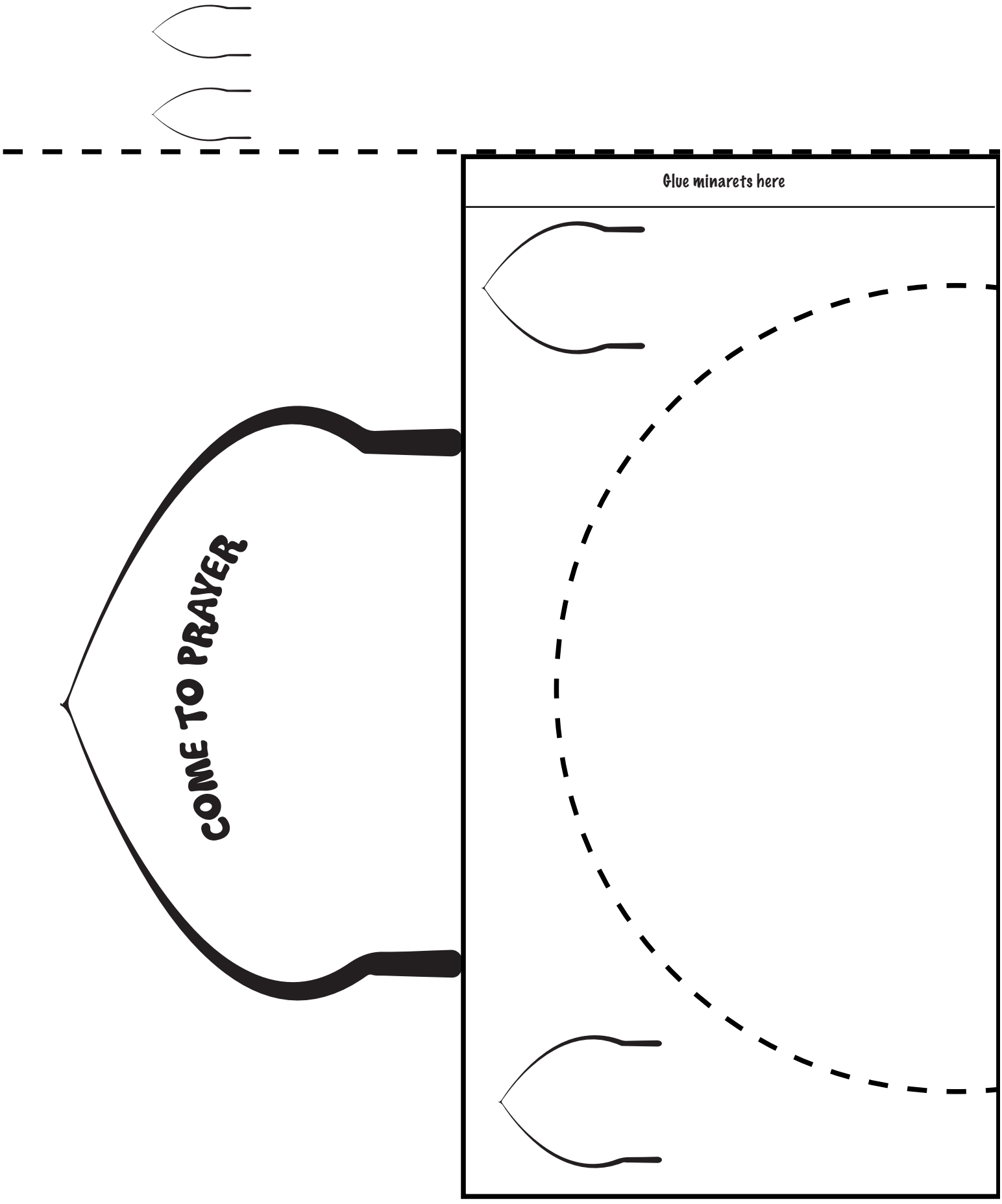
Suggested Ages: 5+

Materials:

- Masjid frame and minaret template
- Straws
- Sharpies or coloring pencils
- Scissors
- Tape and Glue

Procedures:

1. **SAY:** Salaamun alaikum, dear children! We learned that praying is a way to remember Allah and helps us remember that He is watching us. Why is it important to remember our prayers? [wait for responses]
2. **SAY:** Good responses. Prayers help is to keep our connection with Allah. When we keep our connection with Allah by praying five times a day we remind ourselves that He is watching us. If praying helps us to remember Allah how else do our prayers benefit us? [wait for responses]
3. **SAY:** Good guesses. When we pray five times a day then we are checking to see that are we doing the right thing and making good choices during our day, everyday. This way we establish the prayers for ourselves and remember our purpose to get closer to Allah and do good deeds. Can we help others by establishing the prayers? [wait for responses]
4. **SAY:** Yes! Many times by remember our prayers regularly and on time we can encourage our family members to do the same thing. We can help others to remember Allah and to pray on time everyday. How can we establish the prayers for ourselves and for others? [wait for responses]
5. **SAY:** Good suggestions! We can set our alarm clocks or recite adhaan aloud for the five daily prayers and we can invite our family members to pray with us. When we help each other grow closer to Allah then we have a good Islamic environment in our homes that keep us focused on Allah.
6. **SAY:** Today we will be making a project that will remind us to establish the prayers, InshAllah.
7. At this time hand out the masjid frame and minaret template.
8. Have have the children color and decorate the template.
9. Next the children shout cut out the masjid frame separate it from the minaret at the dotted line.
10. Have the children cut out the arc shape at the dotted line to form the frame.
11. Next have the children take the minaret and using a marker or pencil roll it so that the windows are on opposite sides of the minaret. Then have them tape the minaret so it remains in a cylinder form.
12. Then leaving the pencil in the minaret roll have them glue the minaret to the indicated area on the right side of the frame pressing on the pencil or marker in the minaret roll.
13. After pressing for about a minute have them gently slip the pencil or marker out of the minaret.
14. At this time give the children the pieces of straw.
15. Finally, have them tape the pieces of straw to the back of the masjid frame so that it won't curl up or sag.
16. Tell the children that this frame can be taped on a clock to help them remember to pray.


Glue minarets here
COME TO PRAYER

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Lesson 4

Consulting With Others

OBJECTIVE

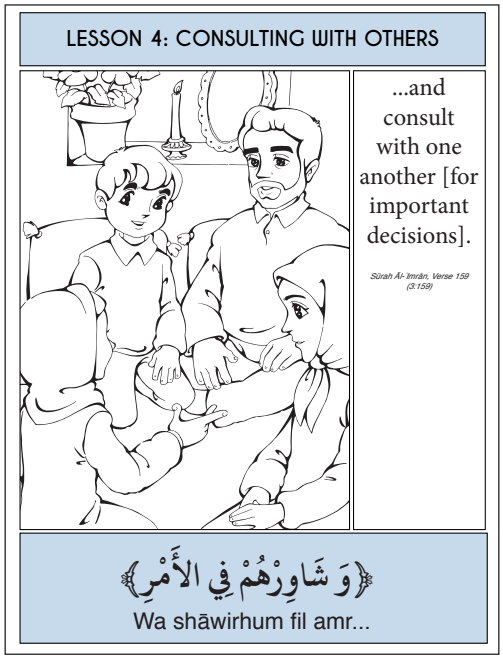
Students will learn about the importance of seeking advice from wise sources and will memorize the corresponding āyah.

وَ شَاوِرْهُمْ فِي الأَمْرِ

Transliteration: ...wa shāwirhum fil amr.
Translation: ...and consult with one another [for important decisions].
Āyah Source: Sūrah Āl-ʾImrān, Verse 159 (3:159)

STEP 1: INTRODUCTION

1. Begin each lesson with "Bismillāh hir-Raḥmān ir-Raḥīm." Encourage students to join you in reciting and doing the associated sign language before each lesson.
2. **Guiding questions:** Today we are going to talk about getting advice from others. Was there ever a time when you needed help with making a decision? Who did you turn to for help?
3. **Make a list:** Together with your students, make a quick list as you jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to be learning a new and special āyah today. I want you to listen carefully and think about what this āyah is saying.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allāh tells us to do when we need help with something or are feeling nervous and unsure? Students, using the image as a clue, will most likely respond, "ask someone who can help us!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 4: CONSULTING WITH OTHERS
...and consult with one another [for important decisions].
Sūrah Āl-ʾImrān, Verse 159 (3:159)
﴿وَ شَاوِرْهُمْ فِي الأَمْرِ﴾
Wa shāwirhum fil amr...

STEP 2: DISCUSSION

1. Have students sit in a circle and jot down their responses.
2. Use the talking points below and encourage an engaging discussion with students:
   - If we need help or advice, who are some people we can turn to? (Emphasize that we should turn to people who are wise and experienced, and will guide us correctly.)
   - What kinds of things might we get advice on from a scholar? Have students list examples of things people might need advice for.
   - When we are confused about Islamic laws, can we go to just anyone in the masjid for advice? Remind students the importance of going to people with Islamic knowledge.
   - Can we go to our parents for advice? Who else can we go to for advice when we are unsure?
   - Why is it important that we don't try to find an answer by ourselves, especially when we are confused? (We can end up doing the wrong thing, or worse, something against Islam and Allāh. We want to make sure we are always guided. Allāh has given us the Ahlul Bayt (a) as the best advisors, and our scholars have the most knowledge on the Ahlul Bayt (a), and can share that knowledge with us.)

STEP 3: MEMORIZATION & SIGN LANGUAGE

1. **SAY:** We will be memorizing this beautiful āyah using special sign language! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to copy. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make a circle with your arms,' be sure to say the Arabic (wa shāwirhum) and translation (and consult with one another) so that students can associate the sign with the Arabic word and English meaning.
4. **Video:** Tell students you have a special video of the signs that you will show them now. (Show video: link here) Watch video 2-3 times.

Make a circle with your arms (wa shāwirhum - and consult with one another)

Tapping finger on chin (fil amr - for important decisions)

5. **Group Practice:** Do the signs while reciting the āyah in a whisper, loud voice, louder voice, etc. This will get students excited and encourage them to recite along to imitate the teacher.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs five times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling; bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story and ask them to help you come up with names for the characters on the page and then create a storyline.
2. **OR** use the sample story below:

One day, Rahman was pacing back and forth in his room. He was so nervous! He didn't know what to do about a big decision at school. All the students were going to get together after school and go swimming at his friend Hamza's house, but Hamza's parents were not going to be home and didn't know about this pool party. He really wanted to go, but wasn't sure if this was the right thing.

Since he didn't know what to do, he asked one of his friends. His friend said, "Just go! It will be fun! Who cares if it's right or wrong?" Rahman wasn't satisfied with this answer, though. So, Rahman went home and thought about what to do the next day. He was reading some Qurʾān when he came upon the āyah that encouraged believers to consult others for advice. He then remembered how the moulana at the masjid had said to go to the *right* people for advice because they could help a person make a decision that would make Allāh happy.

So, Rahman decided to talk to his mom and dad. He told them about the situation, and asked them for advice on what he should do. After all, his parents were wise and would guide him to make the right choice. Alḥamdulillāh, they helped Rahman realize that if he went to the party, one happening without Hamza's parents' permission, this could displease Allāh. He decided not to go the party and instead, his parents took him and his sister Rahimah out for ice cream and they had a great time!

We learned today that Allāh says in the Qurʾān: [read āyah with translation]. For important matters we should consult the right people!

STEP 5: COLORING

As students color the picture in their books, walk around, encouraging them to recite the āyah and do the hand gestures. When they finish coloring, they can complete the matching worksheet.

LESSON 4: CONSULTING WITH OTHERS

...and consult with one another [for important decisions].

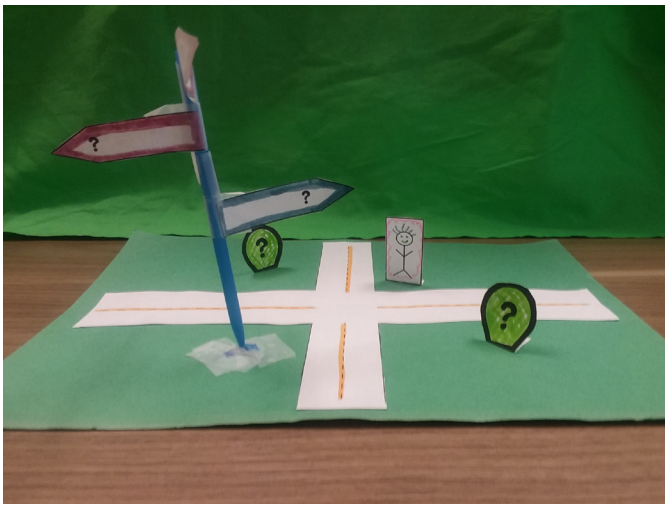
Sūrah Āl-'Imrān, Verse 159 (3:159)

﴿وَ شَاوِرْهُمْ فِي الأَمْرِ﴾

Wa shāwirhum fil amr...

Lesson 4: Consulting with Others

Objective: Children will learn the importance of seeking advice and counsel in making decisions because their choices and actions affect others.



Time: 40 minutes

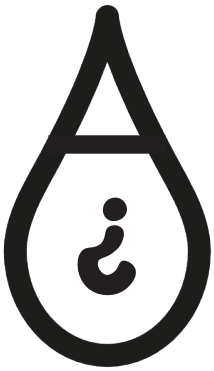
Suggested Ages: 5+

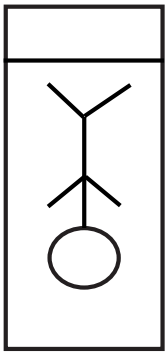
Materials:

- Crossroads and person template
- Construction paper
- Straws
- Sharpies or coloring pencils
- Scissors
- Glue and tape

Procedures:

1. **SAY:** Salaamun alaikum, dear children! We just learned that we should consult with those who know so that we can make good choices. Who are some of the people we can go to for advice? [wait for responses]
2. **SAY:** Good! We can go to our parents, or our teachers, or a Maulana! MashaAllah. Once we figure out what choices we should make it is important also to know why we are trying to do the right thing. Why is it important to make the right choices? [wait for responses]
3. **SAY:** Good! Making the right choices means that we are doing good deeds and acts of worship. When we do good deeds and acts of worship Who will be pleased with us? [wait for responses]
4. **SAY:** Yes! When we do good deeds and acts of worship then Allah will be pleased with us. This is why we should get help from those who are knowledgeable, such as our parents and teachers, about what are the right choices. And once we make the right choices we can grow closer to Allah and achieve our purpose, InshaAllah.
5. **SAY:** Today we will be making a special project that will help us to remember that we will always have times where we need to ask for advice and that we should be proud of ourselves for getting help from those who know so that we can be closer to Allah.
6. At this time hand out the cross roads and person template.
7. Have the children color and decorate the template.
8. Next cut out all of the pieces in the template. The crossroads should be a single plus-shaped piece. ****the dotted lines are not for cutting they are the lane separators in the road****
9. At this time hand out a sheet to of construction paper to each child and have the children glue the crossroads onto the construct paper.
10. Now hand out one straw to each child and have them cut of the bendy end.
11. Make a one 1 in. snip through one end of the straw so that the end forms two tabs.
12. Bend back the two tabs of the straw and have them tape down the straw so that it forms a pole at one corner of the crossroads.
13. Next have the children tape the four arrows to the top of the pole so that each points in a different direction. Have them tape the flags onto the straw.
14. Then take the person and question marks and fold back the tabs at the bottom of each piece and glue them on the construction paper so that they are standing upright at the crossroad.





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Lesson 5

Pride & Arrogance

OBJECTIVE

Students will learn about the danger of pride and the importance of being humble. They will also memorize the corresponding āyah

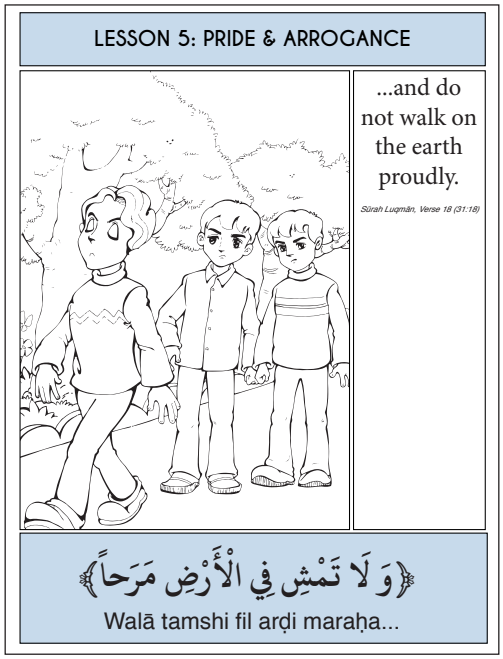
وَ لَا تَمْشِ فِي الْأَرْضِ مَرَحاً

Transliteration: ...walā tamshi fil arḍi maraḥa.
Translation: ...and do not walk on the earth proudly.
Āyah Source: Sūrah Luqmān, Verse 18 (31:18)

STEP 1: INTRODUCTION

5

1. Begin each lesson with "Bismillāh hir-Raḥmān ir-Raḥīm." Encourage students to join you in reciting and doing the associated sign language before each lesson.
2. **Guiding questions:** We are going to be talking about pride today. What does it mean to be proud? Why do you think people are proud?
3. **Make a list:** Together with your students, make a quick list as you jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to be learning a new and special āyah today. I want you to listen carefully and think about what this āyah is saying.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, why do you think Allāh says not to walk proudly? Can someone be proud just through their words, or also their body language, such as the way they walk? Let students share their answers.
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 5: PRIDE & ARROGANCE
...and do not walk on the earth proudly.
Sūrah Luqmān, Verse 18 (31:18)
﴿وَ لَا تَمْشِ فِي الْأَرْضِ مَرَحاً﴾
Walā tamshi fil arḍi maraḥa...

STEP 2: DISCUSSION

10

1. Have students sit in a circle and jot down their responses.
2. Use the talking points below and encourage an engaging discussion with students:
   - What are ways people can be proud?
   - When Allāh tells us in the Qur'ān to not walk proudly, can anyone demonstrate for us what a proud walk might look like? (Have two students volunteer a proud walk.)
   - Now, can someone demonstrate what it looks like to walk humbly? (Have two students demonstrate a humbling walk style.)
   - Did you know that on the Day of Judgment, even the earth that we walk on will complain to Allāh if we walked on it with pride?
   - Allāh made us from a drop of blood; we were nothing before, yet some still think He owes us, or that other people owe us something, such as respect.
   - In Islam, the best way to earn respect is to treat others with respect and kindness, and to especially please Allāh in all your interactions. When you make Allāh happy, Allāh will automatically give you the respect that other people try to gain by acting proud.
   - Share stories from the Prophet's life – especially about the woman throwing trash at the Noble Prophet (s). The Prophet was the *best* creation of mankind. If he wanted, he could have boldly walked over to her with pride and said, "Do you know who I am? Do you realize I'm the best?" Instead, he humbled himself completely, and when the lady was sick, he even paid her a visit. The woman was so shocked by the Prophet's humility and good akhlaq that she wanted to become Muslim and sought the forgiveness of the Prophet (s). Share the story about Shayṭān refusing to bow down to Prophet Adam (a) because he was made of clay and Shayṭān was made of fire, which he thought was superior.
   - In our communities, sometimes, we even think we are better than others because we look better than them or think our nationality is better. Allāh tells us that the only thing that makes us "better" in His eyes is our level of taqwā (God-consciousness).

STEP 3: MEMORIZATION & SIGN LANGUAGE

1. **SAY:** We will be memorizing this beautiful āyah using special sign language! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to copy. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'chest pumped up,' be sure to say the Arabic (maraḥan) and translation (proudly) so that students can associate the sign with the Arabic word and English meaning.

Shake your finger
(walā - and do not)

Put one foot up, point one finger to the ground
(tamshi fil arḍi - walk on earth)

Chest pumped up
(maraḥan - proudly)

4. **Video:** Tell students you have a special video of the signs that you will show them now. (Show video: link here) Watch video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah in a whisper, loud voice, louder voice, etc. This will get students excited and encourage them to recite along to imitate the teacher.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs five times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling; bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story and ask them to help you come up with names for the characters on the page and then create a storyline.
2. **OR** use the sample story below:

Amin, Kareem, and Ahmed are three good friends. For his birthday, Amin's uncle had bought him a pair of very expensive shoes, from a brand that all the boys in Amin's class had wanted. Amin was so excited, and couldnt wait to show his friends at school!

The next day, Amin and his shoes were the talk of the class. Everyone wanted to to see his shoes and hear how he got them. Amin hadn't been used to so much attention, and as tends to happen, his popularity got to his head. Now, instead of playing with Kareem and Ahmed at recess, Amin only played with the 'cool' kids. Saddened by this change in his friend, Kareem approached him, asking, "You never play with us anymore, what happened?" Ahmed added, "Yeah, we feel hurt that you've been ignoring us lately."

Holding his head high, Amin replied, "Please–you're both just jealous of me and my popularity!" and stomped off.

As the weeks wore on, Amin's classmates had moved on to the next new toy on the market. As quickly as his popularity had come, it now vanished, and Amin found himself alone during recess, wishing he hadn't driven his best friends away. His mom heard his story at home, and said kindly, "My son, never forget that Allāh in the Quran tell us, '...and do not walk on the earth proudly.' When we receive blessings, we should remember that they come from Allāh, and He loves when we share them with others, instead of bragging."

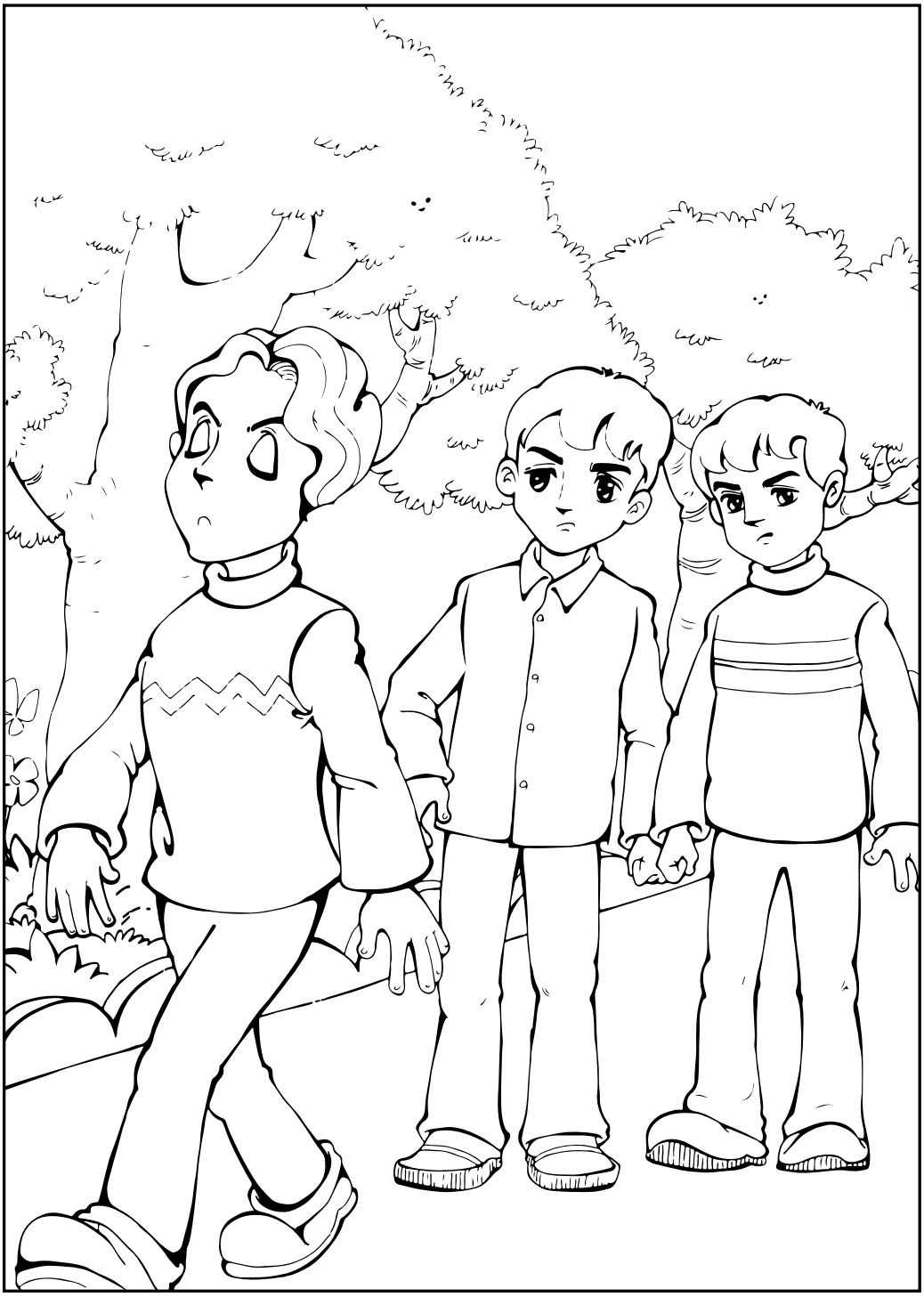
This made sense to Amin. The very next day, he apologized to Ahmed and Kareem for his arrogance, and they resumed a beatutiful friendship.

We learned today that Allāh says in the Qurʾān: [read āyah with translation]. We should always be humble with our blessings!

STEP 5: COLORING

As students color the picture in their books, walk around, encouraging them to recite the āyah and do the hand gestures. When they finish coloring, they can complete the matching worksheet.

LESSON 5: PRIDE & ARROGANCE



...and do not walk on the earth proudly.

Sūrah Luqmān, Verse 18 (31:18)

﴿وَ لَا تَمْشِ فِي الْأَرْضِ مَرَحاً﴾

Walā tamshi fil arḍi maraḥa...

Lesson 5: Pride and Arrogance

Objective: Children will learn that it is forbidden to walk proudly and arrogantly and they will learn the importance of being humble.

Time: 40 minutes

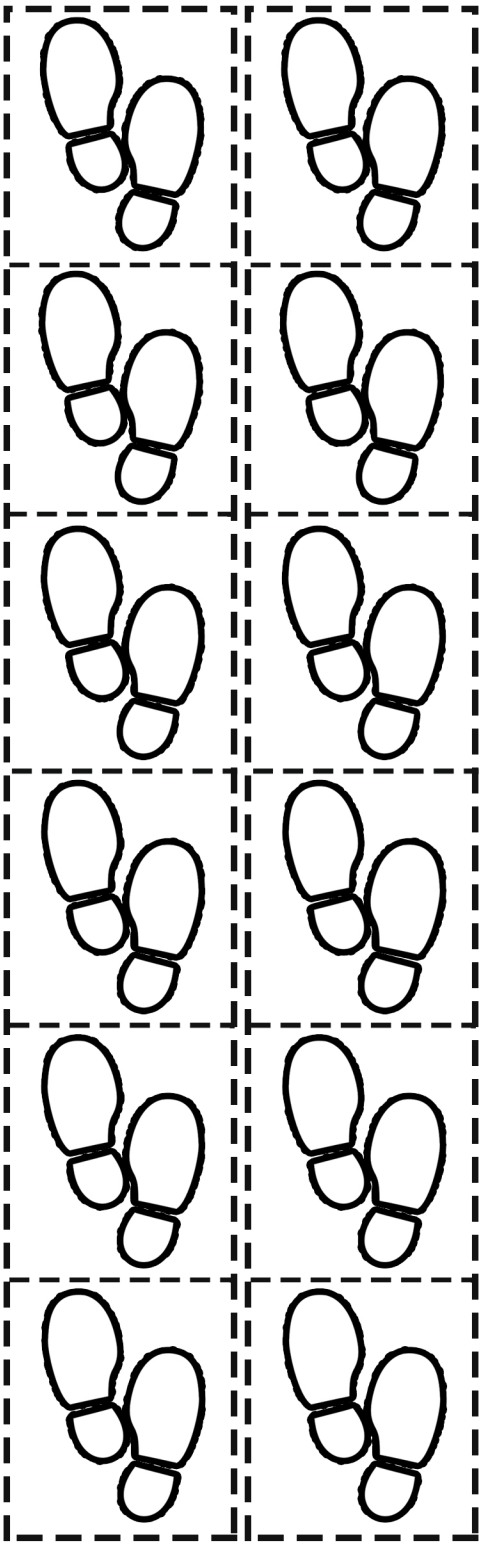
Suggested Ages: 5+

Materials:

- Walkway and footprints template
- Sharpies or coloring pencils
- Scissors
- Tape and glue

Procedures:

1. **SAY:** Salaamun alaikum, dear children! We just learned that we should not walk proudly and that we shouldn't think we are better than others. When someone thinks they are better what do they think of others? [wait for responses]
2. **SAY:** Yes, usually those people do not think that other people are as good or as smart or as capable as them. If someone thinks they are better than others then who do they listen to when they need to improve themselves to grow closer to Allah? [wait for response]
3. **SAY:** Right! When someone is proud they don't take other people's advice on how to be better people because they think they already are. So then they cannot humble themselves to learn and improve and grow closer to Allah. This is why we must remain humble so that we can always improve and be more God-conscious.
4. **SAY:** Today we will be making a special project that will remind us that on the path towards Allah we must always remain humble and teachable.
5. At this time hand out the walkway and footprints template.
6. Have the children color and decorate the walk way.
7. Then have the children write on each footprint square different ways to be humble and kind.
8. Have the children cut out the two pieces of walkway and the footprints.
9. Next have the children fold each of the two pieces of walkway in half and then in half again so that each piece has four folds in it.
10. Have the children carefully tape the two pieces of walkway together **without overlapping the two pieces**. The margin between to the pieces should be foldable. The children can reinforce with a little extra tape.
11. Next have the children glue each footprint piece to the walkway **without gluing over the folds in the walkway**.
12. Then have them gently fold up the walkway. Tell them they can carry this project with them and use it to remind themselves how to stay humble and kind.



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Lesson 6 Backbiting

OBJECTIVE

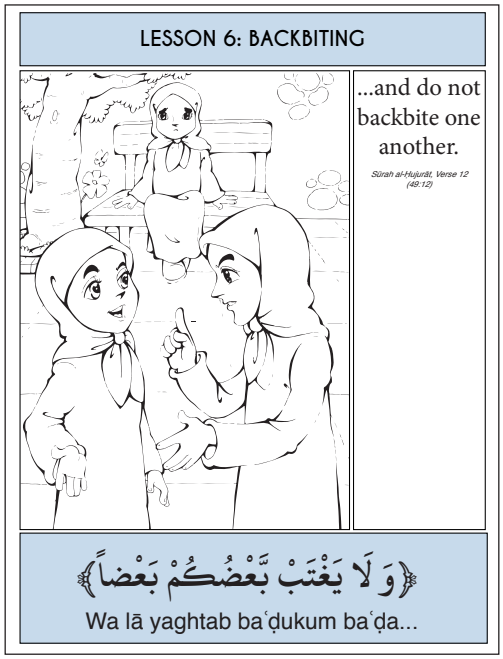
Students will learn that backbiting is a major sin which destroys our good deeds, and will memorize the corresponding āyah.

وَ لاَ يَغْتَبْ بَّعْضُكُمْ بَعْضاً

Transliteration: ...wa lā yaghtab baʿḍukum baʿḍa.
Translation: ...and do not backbite one another.
Āyah Source: Sūrah al-Ḥujurāt, Verse 12 (49:12)

STEP 1: INTRODUCTION

1. Begin each lesson with "Bismillāh hir-Raḥmān ir-Raḥīm." Encourage students to join you in reciting and doing the associated sign language before each lesson.
2. **Guiding questions:** Today, we are going to be talking about backbiting. What is backbiting? What do you know about backbiting? Why is backbiting a very bad action?
3. **Make a list:** Together with your students, make a quick list as you jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to be learning a new and special āyah today. I want you to listen carefully and think about what this āyah is saying.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, why do you think Allāh is reminding us that backbiting is a sin? Students might respond, "because it hurts others' feelings." Remind students that in Islam, we treat each other respectfully and we are careful to never hurt one another, especially by talking badly about them.
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 6: BACKBITING
...and do not backbite one another.
Sūrah al-Ḥujurāt, Verse 12 (49:12)
﴿وَ لَا يَغْتَبْ بَّعْضُكُمْ بَعْضاً﴾
Wa lā yaghtab baʿḍukum baʿḍa...

STEP 2: DISCUSSION

1. Have students sit in a circle and jot down their responses.
2. Use the talking points below and encourage an engaging discussion with students:
   - Allāh has told us that backbiting is like eating the flesh of your dead brother. Can you imagine that?! When we backbite, we are hurting the person we're talking about and we are doing something horrible to ourselves as well.
   - Allāh reminds us to have mercy towards our brothers and sisters through kind acts and good words. When we speak ill of someone, we are not showing mercy. If we want mercy from Allāh, we must be merciful towards each other.
   - Did you know that when you backbite someone, Allāh will not forgive you until the person him/herself has forgiven you?
   - Is it backbiting to say nice things about someone? No – backbiting is speaking badly about someone who's not present.
   - Does anyone know the difference between backbiting and slander? Backbiting is when you say something true, but not nice, about someone behind their back. Slander is when you make a false claim about someone and spread it. Both are major sins in Islam.
   - When a person backbites, it shows that they cannot be trusted with other poeple's secrets. Backbiting reveals a character flaw within a person.
   - Is it backbiting just to speak badly of someone, or is it also backbiting to LISTEN to the bad things? In Islam, you are also accountable and sinning when you sit through a discussion where someone else is backbiting. Ask students what things we can do to make sure we don't listen to backbiting? (Ideas: change the topic, say nice things about the person instead, walk away, or gently remind them that you're afraid both of you will be sinning if you continue the conversation.)
   - The Prophet (s) and Ahlul Bayt (a) are role models for us, and they have taught us never to backbite about one another. They were kind to everyone, and never spoke ill of anyone in their absence.

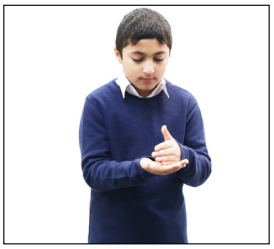
STEP 3: MEMORIZATION & SIGN LANGUAGE

1. **SAY:** We will be memorizing this beautiful āyah using special sign language! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to copy. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'talking over shoulder,' be sure to say the Arabic (yaghtab) and translation (backbite) so that students can associate the sign with the Arabic word and English meaning.

Shake your finger
(wa lā - and do not)

Talking over shoulder
(yaghtab - backbite)

Cutting one hand
(baʿḍukum - one)


Cutting another hand
(baʿḍa - another)

4. **Video:** Tell students you have a special video of the signs that you will show them now. (Show video: link here) Watch video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah in a whisper, loud voice, louder voice, etc. This will get students excited and encourage them to recite along to imitate the teacher.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs five times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling; bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story and ask them to help you come up with names for the characters on the page and then create a storyline.
2. **OR** use the sample story below:

Sarah and Zaynab were very good friends who told each other everything. One day at recess, Zaynab came running to Sarah, bursting with news!

"Do you know that new girl, Nida? I just heard she failed our history test! I overhead our teacher talking with her, and she's going to meet with Nida's parents to discuss it, it's *that* bad!" Zaynab blurted out breathlessly.

"Wow, I guess she's not as smart as she pretends to be," replied Sarah, and the girls walked off together, giggling.

As they were walking, the girls heard a sniffle behind them. They turned around to see Nida, sitting on a bench right behind the tree where they were talking, and she had heard them! Worse, Sarah and Zaynab could see that they had hurt her feelings with their words.

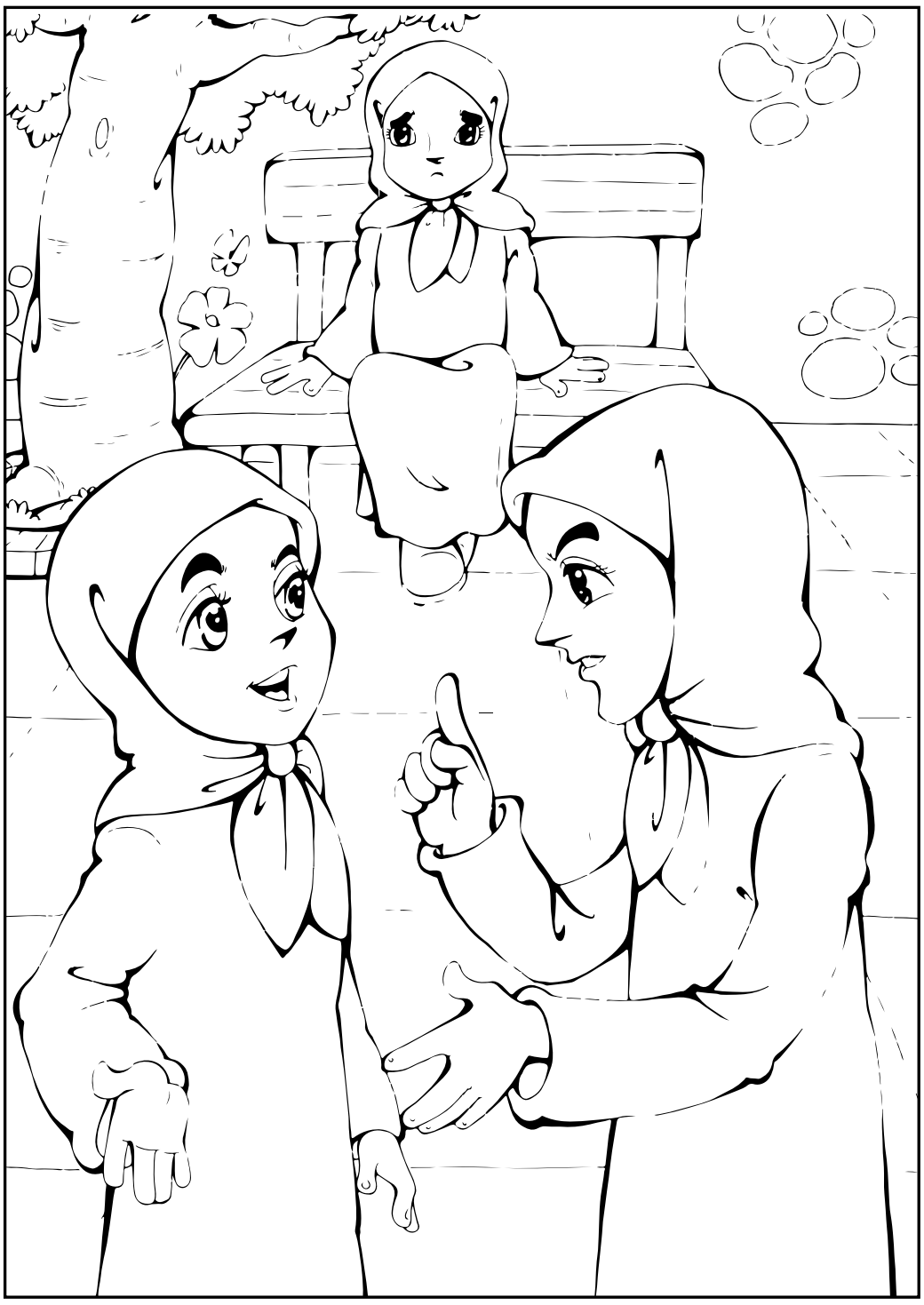
Being kind girls at heart, Zaynab remembered how terrible and hurtful it was to talk behind her classmate's back. Sarah agreed, saying, "Let's apologize to Nida and promise never to backbite again, so that Allāh will forgive our mistake!" The girls humbly approached Nida, asked her forgiveness, and even offered to help her with history lessons. With Allāh's blessings, this blossomed into a new friendship in which the girls always encouraged and helped one another.

We learned today that Allāh says in the Qurʾān: [read āyah with translation]. We should never hurt our sisters and brothers in Islam by speaking badly about them!

STEP 5: COLORING

As students color the picture in their books, walk around, encouraging them to recite the āyah and do the hand gestures. When they finish coloring, they can complete the matching worksheet.

LESSON 6: BACKBITING



...and do not backbite one another.

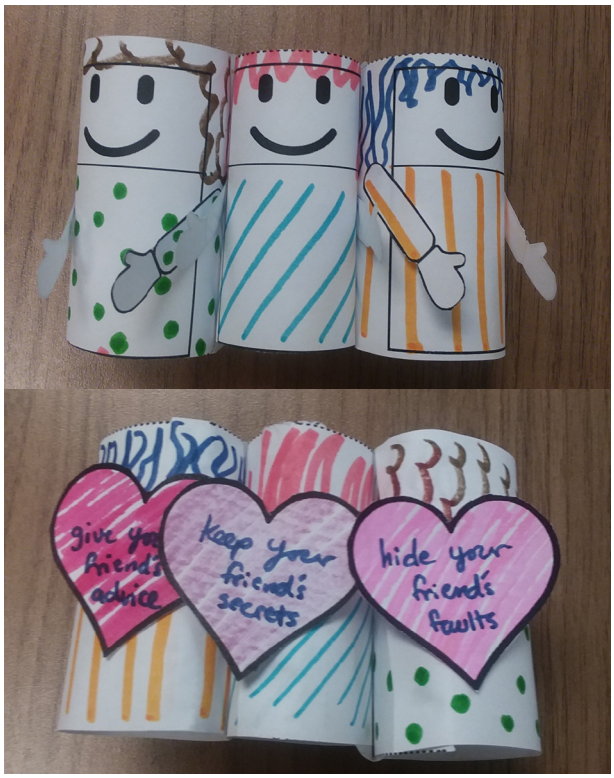
Sūrah al-Ḥujurāt, Verse 12 (49:12)

﴿وَ لَا يَغْتَبْ بَّعْضُكُمْ بَعْضاً﴾

Wa lā yaghtab baʿḍukum baʿḍa...

Lesson 6: Backbiting

Objective: Children will learn that it is better to be kind and forgiving instead of having a problem with someone's shortcomings and faults.



Time: 40 minutes

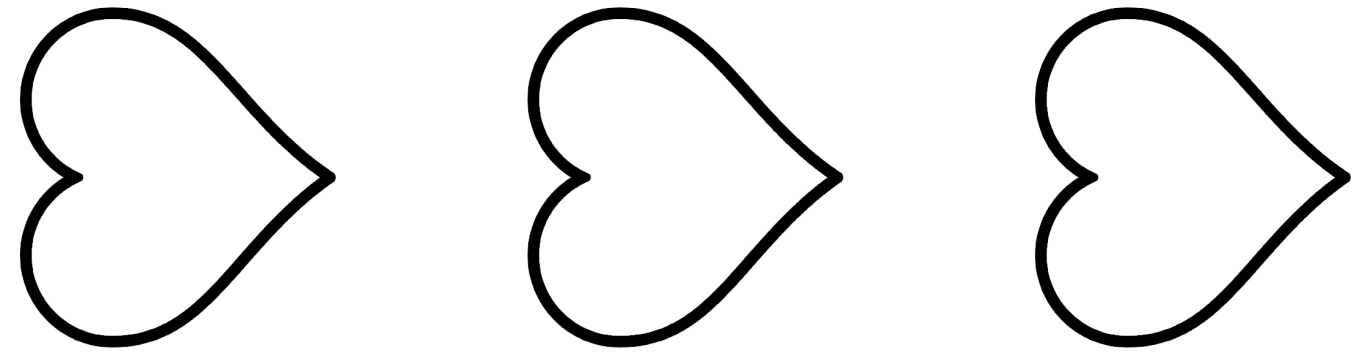
Suggested Ages: 5+

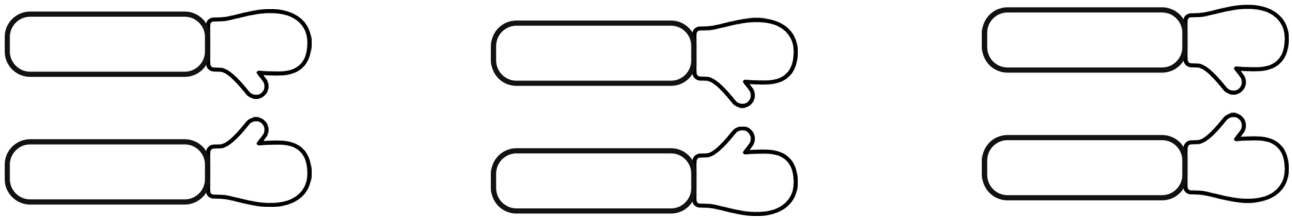
Materials:

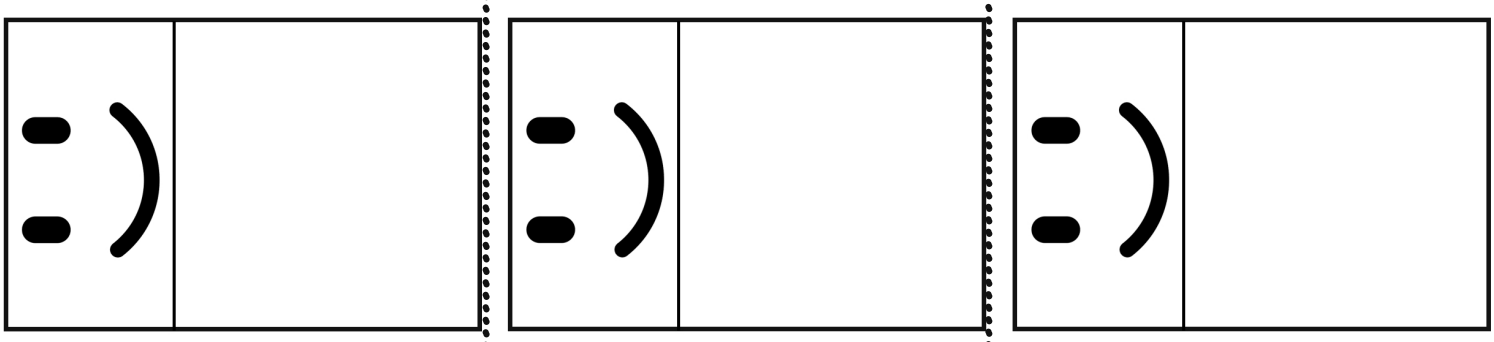
- Paper roll people and hearts template
- Sharpies or coloring pencils
- Scissors
- Glue

Procedures:

1. **SAY:** Salaamun alaikum, dear children! We just learned that that backbiting is haram and that we should not talk badly about someone behind their backs. Can someone remind us again what it means to back bite? [wait for responses]
2. **SAY:** Yes! Backbiting is something that may be true about a person but other people do not know about it. So if we know that someone has a bad habit or has made a mistake why can't we tell others about it even if it is true? [wait for response]
3. **SAY:** Good guesses. We must remember that in Islam we have been taught by Allah and the Ahlul Bayt that we should hide other people's faults and mistakes. We should protect each other and take care of each other. What happens when we protect each other and hide each others faults and mistakes? [wait for responses]
4. **SAY:** Good answers. When we help and protect each other then we build up trust and connection in our communities. This way we have a closer, stronger brotherhood and sisterhood with each other. Now, what should we do if we really have a problem with someone because of their faults or their mistakes? [wait for responses]
5. **SAY:** Good guess. We can go to our parents and ask them for help. Many times our parents can guide us in making good choices and being kind to each other. But many times it is better to forgive the person who has made us upset. When we are forgiving and kind with others, then Allah is forgiving and kind with us.
6. **SAY:** Today we will make a special project that will remind us to be kind and forgiving with others and to not backbite about others.
7. At this time hand out the paper roll people and hearts template.
8. Have the children color and decorate the paper roll people and arms.
9. Have the children write on the hearts different ways they can maintain trusts and caring with their friends.
10. Then have the children cut out the paper roll people, arms and hearts.
11. Have the children roll up the paper roll people and tape the seam.
12. Then have the children glue the arms closer to the "front" of each paper roll person's "body".
13. Then glue or tape the three paper roll people together to form a row.
14. Lastly glue one heart on the "back" of each paper roll person.







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Lesson 7

Bad Nicknames

OBJECTIVE

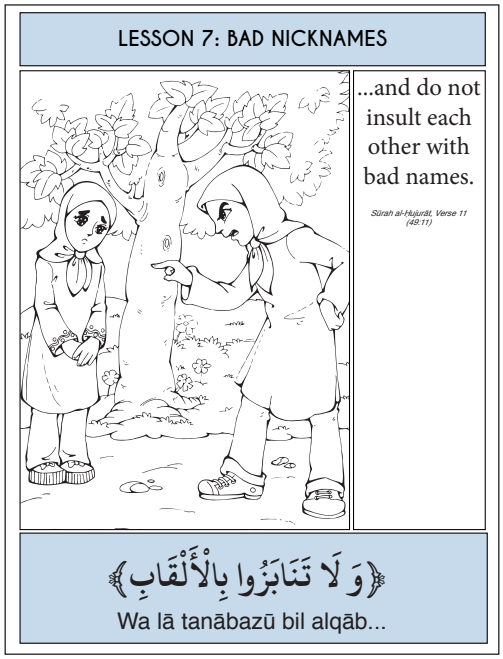
Students will learn why we shouldn't use bad nicknames and will memorize the corresponding āyah.

وَ لاَ تَنَابَزُوا بِالْأَلْقَابِ

Transliteration: ...wa lā tanābazū bil alqāb.
Translation: ...and do not insult each other with bad names.
Āyah Source: Sūrah al-Hujurāt, Verse 11 (49:11)

STEP 1: INTRODUCTION

1. Begin each lesson with "Bismillāh hir-Raḥmān ir-Raḥīm." Encourage students to join you in reciting and doing the associated sign language before each lesson.
2. **Guiding questions:** Today, we are going to talk about using bad nicknames. Have you ever been called a bad nickname? How did it make you feel?
3. **Make a list:** Together with your students, make a quick list as you jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to be learning a new and special āyah today. I want you to listen carefully and think about what this āyah is saying.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allāh is telling us not to use? Students will most likely respond, "bad nicknames!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 7: BAD NICKNAMES
...and do not insult each other with bad names.
Sūrah al-Hujurāt, Verse 11 (49:11)
﴿وَ لَا تَنَابَزُوا بِالْأَلْقَابِ﴾
Wa lā tanābazū bil alqāb...

STEP 2: DISCUSSION

1. Have students sit in a circle and jot down their responses.
2. Use the talking points below and encourage an engaging discussion with students:
   - Remind students about the hadith that tells us how hurting a believer's feeling is like destroying the Kaʿbah. That's how important the feelings of a believer are.
   - Discuss with students what some nicknames are that we hear (e.g., "four eyes" for someone with glasses, "fatso" for someone overweight, etc.).
   - Emphasize to students the importance of names, and how each of us are given beautiful and divine names in Islam. Using any other name for someone, especially one that is mean, is very hurtful and haraam.
   - Ask students, "Why do you think people make fun of other people?" Discuss with students how people who make fun of others are usually the ones with a problem, such as lacking self-esteem, and want to have fun at the expense of someone else.
   - Put yourself in the other person's shoes: how would you feel if someone called you a nickname?
   - Remind and emphasize that Allāh shows mercy to those who show mercy.

STEP 3: MEMORIZATION & SIGN LANGUAGE

1. **SAY:** We will be memorizing this beautiful āyah using special sign language! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to copy. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'place both hands around the mouth,' be sure to say the Arabic (bil alqāb) and translation (with bad names) so that students can associate the sign with the Arabic word and English meaning.

Shake your finger
(wa lā - and do not)

Cross your fingers in front of your mouth
(tanābazū - insult each other)

Place both hands around the mouth
(bil alqāb - with bad names)

4. **Video:** Tell students you have a special video of the signs that you will show them now. (Show video: link here) Watch video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah in a whisper, loud voice, louder voice, etc. This will get students excited and encourage them to recite along to imitate the teacher.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs five times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling; bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story and ask them to help you come up with names for the characters on the page and then create a storyline.
2. **OR** use the sample story below:

One day, as Maryam and Batool sat in the classroom waiting for class to start, Laila walked in and sat in the corner seat at the back of the classroom. Maryam and Batool felt sorry for her because she was alone, but Laila was new to their school and they didn't know what she was like, so they had never talked to her before. But today, Maryam decided she would try to become friends with Laila. "Come one," she urged Batool. They both got up and sat down in the seats near Laila. "Salaam! We noticed you were alone, and thought we could sit with you," Maryam said.

Laila looked a little hesitant at first, but then she smiled. "Thanks," she said, and soon they became friends.

At recess, all of the kids decided to play a game of soccer and broke off into teams, with the three new friends on the same team. It was a close game, but eventually the other team won. Laila was angry and blamed Batool for their loss. She began yelling at her and even called Batool a "slowpoke." Batool started to cry.

"Hey! That's a really bad thing to call someone!" Maryam said. "There is no need to call anyone that, especially one of your friends!" Laila realized what she had done in anger. She would not like it if someone had called her that same thing. She turned to Batool and apologized.

"I'm sorry, I didn't mean to call you that. I promise to not use bad names again," said Laila. Batool forgave her, and everyone got ready to play another game.

We learned today that Allāh says in the Qurʾān: [read āyah with translation]. We should always address others with kind words!

STEP 5: COLORING

As students color the picture in their books, walk around, encouraging them to recite the āyah and do the hand gestures. When they finish coloring, they can complete the matching worksheet.

LESSON 7: BAD NICKNAMES

...and do not insult each other with bad names.

Sūrah al-Ḥujurāt, Verse 11 (49:11)

﴿وَ لَا تَنَابَزُوا بِالْأَلْقَابِ﴾

Wa lā tanābazū bil alqāb...

Lesson 7: Bad Nicknames

Objective: Children will learn that insulting each other is never good and that we should build up good friendships based on kindness and mercy.

Time: 40 minutes

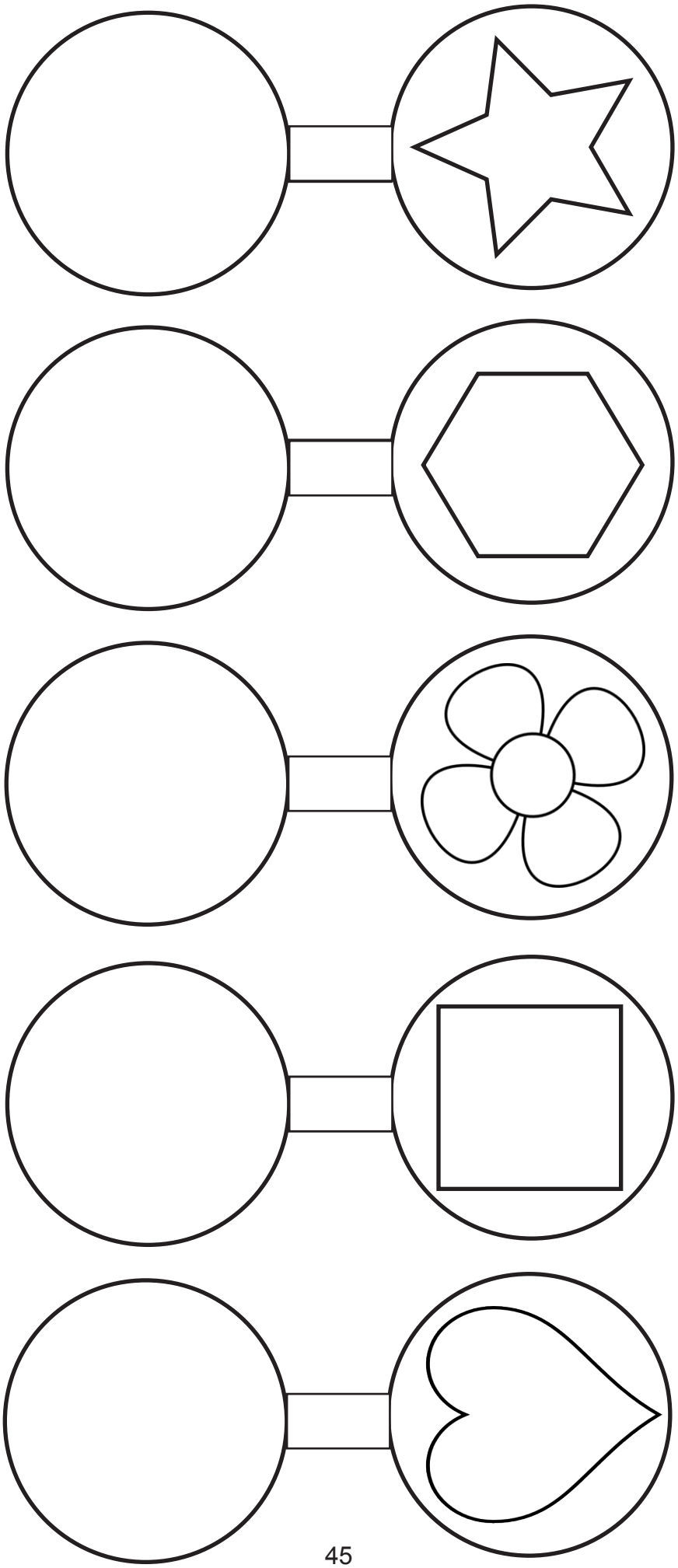
Suggested Ages: 5+

Materials:

- Shapes necklace template
- Sharpies or coloring pencils
- Scissors
- Glue
- Yarn (measure out necklace length for each child - about 36 inches.)

Procedures:

1. **SAY:** Salaamun alaikum, dear children! We learned that sometimes when someone insults, teases, and name-calls others they do it because they are insecure or don't feel good about themselves. There are other reasons that someone might be mean this way but whatever the reasons how should we really treat others? [Wait for responses]
2. **SAY:** Good! We should treat each other kindly and with respect. Why should we treat each other with kindness and respect? [wait for responses]
3. **SAY:** Good guesses. We should treat each other with respect because we are brothers and sisters and Allah has taught us to act kindly and with friendship, brotherhood, and sisterhood. In our communities we should make good connections and friendships with others. How do we feel when we have good friends and other good people around us?
4. **SAY:** Yes, we feel accepted and loved. We may even feel more confident and secure around the good friends that we make. When we share good behavior and experiences instead of insulting others then we are able to be better people who remember Allah.
5. **SAY:** Today we will be making a special project to remind us to always be kind and respectful towards other and seek out to make good friends instead of hurting others.
6. At this time hand out the shapes necklace template.
7. Have the children color all of the shapes inside the pieces. Then have them write over each shape good and kind things they can say to build trust and friendship.
8. Each of the 5 pieces with the shapes on one end is shaped like a dumbell. Have them cut out each of the 5 "dumbbells". Each dumbbell should be in one piece
9. After they have cut out all of the dumbbells, have them line up all of the dumbbells so that the words are all on the same end and the plain circles are all on the same end.
10. Then have them turn the dumbbells over colored-side down.
11. Then place the yarn on top of them across the middle of each dumbbell.
12. Then have them put glue on one circle of each dumbbell and carefully fold the other end on top, so that the two circles meet and the yarn is in the fold of each piece.
13. Finally bring the two ends of the yarn together and tie them together.



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Lesson 8

God-Consciousness (Taqwā)

OBJECTIVE

Students will learn that the most honorable near Allāh are those who have taqwā and will memorize the corresponding āyah.

إِنَّ أَكْرَمَكُمْ عِنْدَ اللهِ أَتْقَاكُمْ

Transliteration: Inna akramakum ʿind-Allāhi atqākum.

Translation: Certainly, the most honorable of you near Allāh is the most God-conscious of you.

Ayāh Source: Sūrah al-Ḥujurāt, Verse 13 (49:13)

STEP 1: INTRODUCTION

1. Begin each lesson with "Bismillāh hir-Raḥmān ir-Raḥīm." Encourage students to join you in reciting and doing the associated sign language before each lesson.
2. **Guiding questions:** Today, we are going to be talking about what makes us honorable in the sight of Allāh. What do you think makes one person better than another person? How can we become honorable in the sight of Allāh?
3. **Make a list:** Together with your students, make a quick list as you jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to be learning a new and special āyah today. I want you to listen carefully and think about what this āyah is saying.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, Allāh says taqwā (God-consciousness), or being aware of Allah at all times, is what makes a person honorable in His eyes. How are the kids in the picture demonstating taqwā? Students will most likely respond, "they're reminding each other about Allāh!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.

LESSON 8: GOD-CONSCIOUSNESS (TAQWĀ)

Certainly, the most honorable of you near Allāh is the most God-conscious of you.

Sūrah al-Ḥujurāt, Verse 13 (49:13)

﴿إِنَّ أَكْرَمَكُمْ عِنْدَ اللهِ أَتْقَاكُمْ﴾

Inna akramakum ʿind-Allāhi atqākum...

STEP 2: DISCUSSION

1. Have students sit in a circle and jot down their responses.
2. Use the talking points below and encourage an engaging discussion with students:
   - What are some ways we can remember Allāh in our day-to-day actions? Have students discuss with a partner and then share ideas with the class.
   - Some ideas are: thanking Allāh, seeking His forgiveness when you make a mistake, saying "Bismillah" before starting anything, observing hijab (for both boys and girls), being kind to our parents, etc.
   - We can remember Allāh in big and small things. Discuss the simple idea of contemplating and remembering Allāh in even the smallest things, like when smelling a flower or eating one's daily meal.
   - How does remembering Allāh and fearing Him help us? How does it make us a better person? Someone who remembers Allāh often and is conscious of Him doesn't get distracted by the world and worldly things. For example, when you remember Allāh and obey Him, you won't commit sins like backbiting, eating haraam food, or listening to haraam music.
   - Imagine you love someone; you will always think about them and care for their happiness. Our siblings and parents are people we love, and they love us. But Allāh loves us even more than our own family! So, shouldn't we also love Him and make Him happy, too?

STEP 3: MEMORIZATION & SIGN LANGUAGE

1. **SAY:** We will be memorizing this beautiful āyah using special sign language! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to copy. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'put your palms together and look up,' be sure to say the Arabic (atqā) and translation (is the most God-conscious) so that students can associate the sign with the Arabic word and English meaning.

Fist Pump
(Inna - certainly)

Stand up and invite someone to sit down
(akrama - the most honorable)

Point three fingers towards audience
(kum - of you)

Point up
(ʿind-Allāhi - near Allāh)

Put your palms together and look up
(atqā - is the most God-conscious)

Point three fingers towards audience
(kum - of you)

4. **Video:** Tell students you have a special video of the signs that you will show them now. (Show video: link here) Watch video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah in a whisper, loud voice, louder voice, etc. This will get students excited and encourage them to recite along to imitate the teacher.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs five times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling; bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story and ask them to help you come up with names for the characters on the page and then create a storyline.
2. **OR** use the sample story below:

Arif had started going to a new school and was excited to make some friends. At lunch time, he looked around to see where he could sit, and saw a table with some kids and a few empty seats. He walked over to sit with them. "Salaam, I'm Arif! Can I join you guys?" Arif asked. The kids at that table turned to look at him with weird expressions on their faces. "Sorry, we don't have any space for you here," one of them replied. Confused and disheartened, Arif walked off to go sit somewhere else.

Later in class, Arif was sitting alone at the back when his teacher came up to his desk. "How is our new student today?" the teacher asked. "Are you adjusting to school okay?"

"Yes, I'm fine," Arif replied, but the teacher could see that he wasn't. After class, as all of the students were walking out, the teacher asked Arif to stay behind for a minute.

"What's wrong, Arif?" the teacher asked. "You seem upset about something."

"I'm not upset, I just miss my friends from my old school," Arif replied. "And I haven't made any here. It seems like everyone here thinks they are better than me." His teacher shook his head. "That can't be. No one is better than anyone else based on what school they go to, how they dress, or where they are from," the teacher explained. "In the eyes of Allāh, people are only good based on how mindful they are of Him and their good actions."

Arif thought about what his teacher told him. The next day, Arif was sitting under a tree when a couple of kids came up to him and asked if he wanted to join them. Arif saw that they were all from different places, but were still friends. He smiled, happy to have made some new God-conscious friends.

We learned today that Allāh says in the Qurʾān: [read āyah with translation]. It's not our wordly differences that define us, but rather how God-conscious we are!

STEP 5: COLORING

As students color the picture in their books, walk around, encouraging them to recite the āyah and do the hand gestures. When they finish coloring, they can complete the matching worksheet.

LESSON 8: GOD-CONSCIOUSNESS (TAQWĀ)

Certainly, the most honorable of you near Allāh is the most God-conscious of you.

Sūrah al-Ḥujurāt, Verse 13 (49:13)

﴿إِنَّ أَكْرَمَكُمْ عِنْدَ اللهِ أَتْقَاكُمْ﴾

Inna akramakum ʿind-Allāhi atqākum...

Lesson 8: God-Consciousness (Taqwa)

Objective: Children will learn that being God-Conscious will help them to stay on the path of truth and become closer to Allah.

Time: 40 minutes

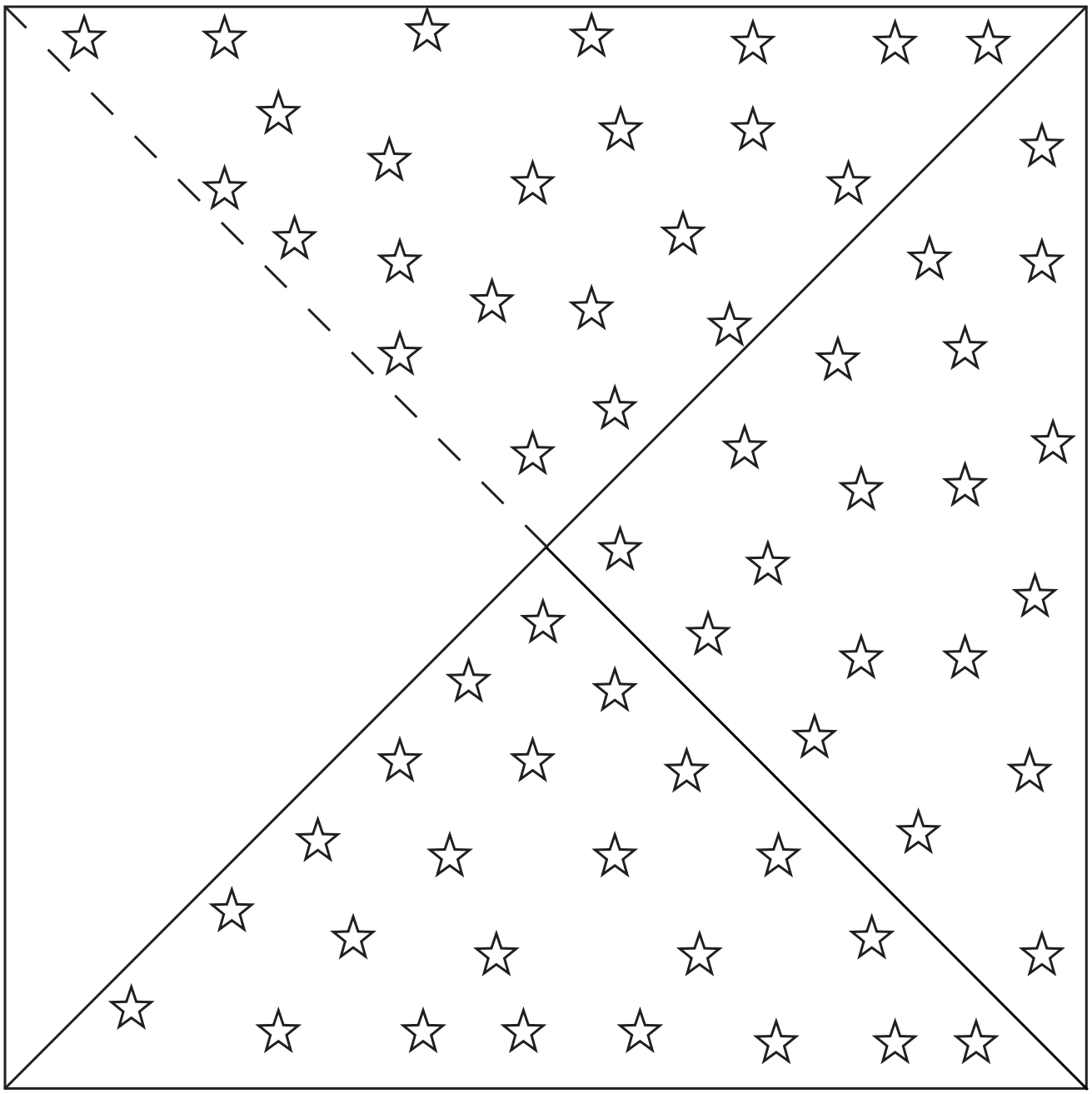
Suggested Ages: 5+

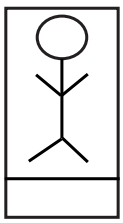
Materials:

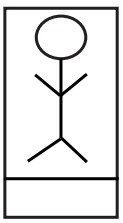
- Heavenly triorama and stairway template
- Sharpies or coloring pencils
- Scissors
- Tape and or glue

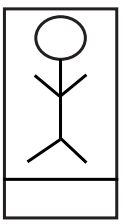
Procedures:

1. **SAY:** Salaamun alaikum, dear children! We learned that remembering Allah and being God-conscious helps us to make good choices and do the right thing. Who can tell me what it means to be God-conscious? [wait for responses]
2. **SAY:** MashAllah. Someone who is God-conscious is someone who remembers Allah and makes choices that will make Allah happy with us. When we remember Allah and do the things that please Allah what happens to our relationship with Him? [wait for responses]
3. **SAY:** Good! The more time we spend with Allah by remembering Him and doing the things that will please Him the more we love Him and grow closer to Him. This way we can stay on the path of true Islam and enjoy the thawaab and rewards of a good life, Inshallah.
4. **SAY:** Today we will be making a special project to remind us to be God-conscious and to make good choice that will please Allah.
5. At this time handout the heavenly triorama and stairway template.
6. Have the children color and decorate the template.
7. Have the children cut out the square, stairways, and little people.
8. Next have the children lay out the square so that it is a diamond with the blank panel on the lower right side and the dotted lined pointing vertically down.
9. Have the children fold the diamond in half along the horizontal line, pressing down the fold, and then open the diamond flat.
10. Next have them fold the diamond along the vertical line, pressing the fold, and again open the diamond flat.
11. Next the children should carefully cut along the dotted line up to the center of the diamond.
12. Then pull the decorate half of the cut over the blank side of the cut so that the whole thing forms an inverted pyramid. This is the triorama.
13. Glue the decorated panel over the blank panel. This will be the floor of the triorama.
14. Then have the children accordion fold the strip so that it forms a stairway.
15. Assist the children in glueing the stairway from the floor of the triorama up to one of the two wall panels of the triorama.
16. Finally, have the children bend back the tabs of the little people and glue them gently to the different steps of the stairways.









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Lesson 9: Praying for Parents

OBJECTIVE

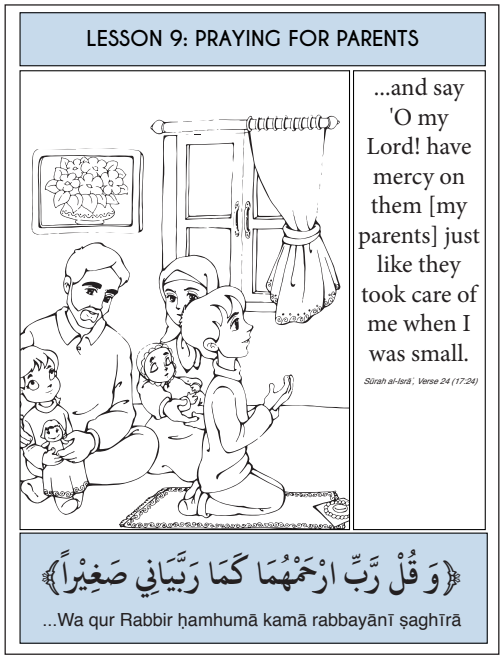
Students will learn about the importance of praying for parents and will memorize the corresponding āyah.

وَقُلْ رَّبِّ ارْحَمْهُمَا كَمَا رَبَّيَانِي صَغِيْراً

Transliteration: ...wa qur Rabbir ḥamhuma kamā rabbayānī ṣaghīrā.
Translation: ...and say, "O my Lord, have mercy on them [my parents] just like they took care of me when I was small."
Āyah Source: Sūrah al-Isrāʾ, Verse 24 (17:24)

STEP 1: INTRODUCTION

1. Begin each lesson with "Bismillāh hir-Raḥmān ir-Raḥīm." Encourage students to join you in reciting and doing the associated sign language before each lesson.
2. **Guiding questions:** Today we are going to talk about the importance of praying for our parents. Sometimes we forget how much they do for us. What are some things they do for us?
3. **Make a list:** Together with your students, make a quick list as you jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to be learning a new and special āyah today. I want you to listen carefully and think about what this āyah is saying.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, who do you think Allāh tells us we should pray for? Students will most likely respond, "our parents!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 9: PRAYING FOR PARENTS
...and say 'O my Lord! have mercy on them [my parents] just like they took care of me when I was small.
Sūrah al-Isrā', Verse 24 (17:24)
﴿وَ قُلْ رَّبِّ ارْحَمْهُمَا كَمَا رَبَّيَانِي صَغِيْراً﴾
...Wa qur Rabbir ḥamhumā kamā rabbayānī ṣaghīrā

STEP 2: DISCUSSION

1. Have students sit in a circle and jot down their responses.
2. Use the talking points below and encourage an engaging discussion with students:
   - What are some things that a baby needs? Students may come up with the following items: diapers, clothes, milk, naps, cradling, rocking, someone to play with them, someone to sing to them, etc.
   - A baby is in constant need of its parents. Parents give all their attention to their children to make sure that they're happy and healthy.
   - Allāh constantly remind us that we should be thankful to our parents who provide for us, take care of us, and love us.
   - Now, imagine: all the love that our parents give us is just a small amount compared to how much Allāh loves us!
   - Our parents do everything for us, and so we should always thank them. One of the best ways to thank them is by praying for them. In this āyah, we ask Allāh to have mercy on our parents since they have done so much for us!

STEP 3: MEMORIZATION & SIGN LANGUAGE

10

1. **SAY:** We will be memorizing this beautiful āyah using special sign language! I want you all to listen attentively and carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to copy. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'rocking baby,' be sure to say the Arabic (kamā rabbayānī ṣaghīrā) and translation (just like they took care of me [when I was] small) so that students can associate the sign with the Arabic word and English meaning.

Put one hand next to your mouth and pretend to talk (wa qur - and say)

Rise hands to make duʿā (Rabbir - O my Lord)

Make a mercy mountain (ḥamhumā - have mercy on them [my parents])

Rocking baby (kamā rabbayānī ṣaghīrā - just like they took care of me [when I was] small)

4. **Video:** Tell students you have a special video of the signs that you will show them now. (Show video: link here) Watch video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah in a whisper, loud voice, louder voice, etc. This will get students excited and encourage them to recite along to imitate the teacher.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs five times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling; bring them closer to you and assist them.

STEP 4: STORYTIME

5

Directions:

1. Show students the picture of the story and ask them to help you come up with names for the characters on the page and then create a storyline.
2. **OR** use the sample story below:

Every morning after salaah, Hakeem would always hear his father read a specific du'a. He wondered what it was for, so one morning he decided to ask him. "What is that du'a you always read?" Hakeem asked.

"That du'a is for my parents," his father replied.

"Your parents?" Hakeem asked confused. "But isn't it supposed to be the other way around? Parents do du'a for their children."

"Yes, of course, but children should also make du'a for their parents," his father said.

"So what should we ask for our parents? They have already learned and done everything!" said Hakeem, bewildered.

"This du'a that I read is actually an āyah of the Noble Qur'an which says how we should do du'a for our parents," his father explained. "We should ask Allāh to have mercy on them as they had mercy on us when were were young."

"What does that mean?" Hakeem asked.

"When we were small, we depended on our parents for everything, and when we did anything, they were always patient with us. Similarly, we want Allāh to have that same mercy and patience towards our parents," his father said. Hakeem began to understand what his father was talking about. So after that morning, Hakeem would recite the same du'a for his parents every day.

We learned today that Allāh says in the Qurʾān: [read āyah with translation]. We should thank our parents by making du'a for them!

STEP 5: COLORING

10

As students color the picture in their books, walk around, encouraging them to recite the āyah and do the hand gestures. When they finish coloring, they can complete the matching worksheet.

LESSON 9: PRAYING FOR PARENTS

...and say 'O my Lord! have mercy on them [my parents] just like they took care of me when I was small.

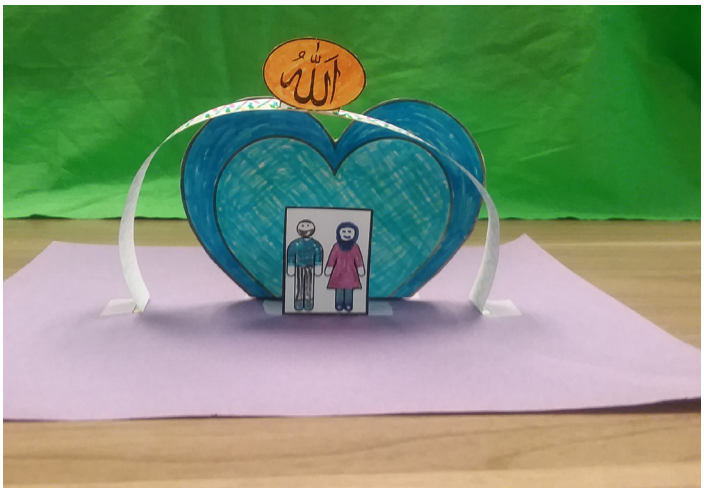
Sūrah al-Isrā', Verse 24 (17:24)

﴿وَ قُلْ رَّبِّ ارْحَمْهُمَا كَمَا رَبَّيَانِي صَغِيْراً﴾

...Wa qur Rabbir ḥamhumā kamā rabbayānī ṣaghīrā

Lesson 9: Praying for Parents

Objective: Children will learn about different ways to thank their parents and build their bond with them.



Time: 40 minutes

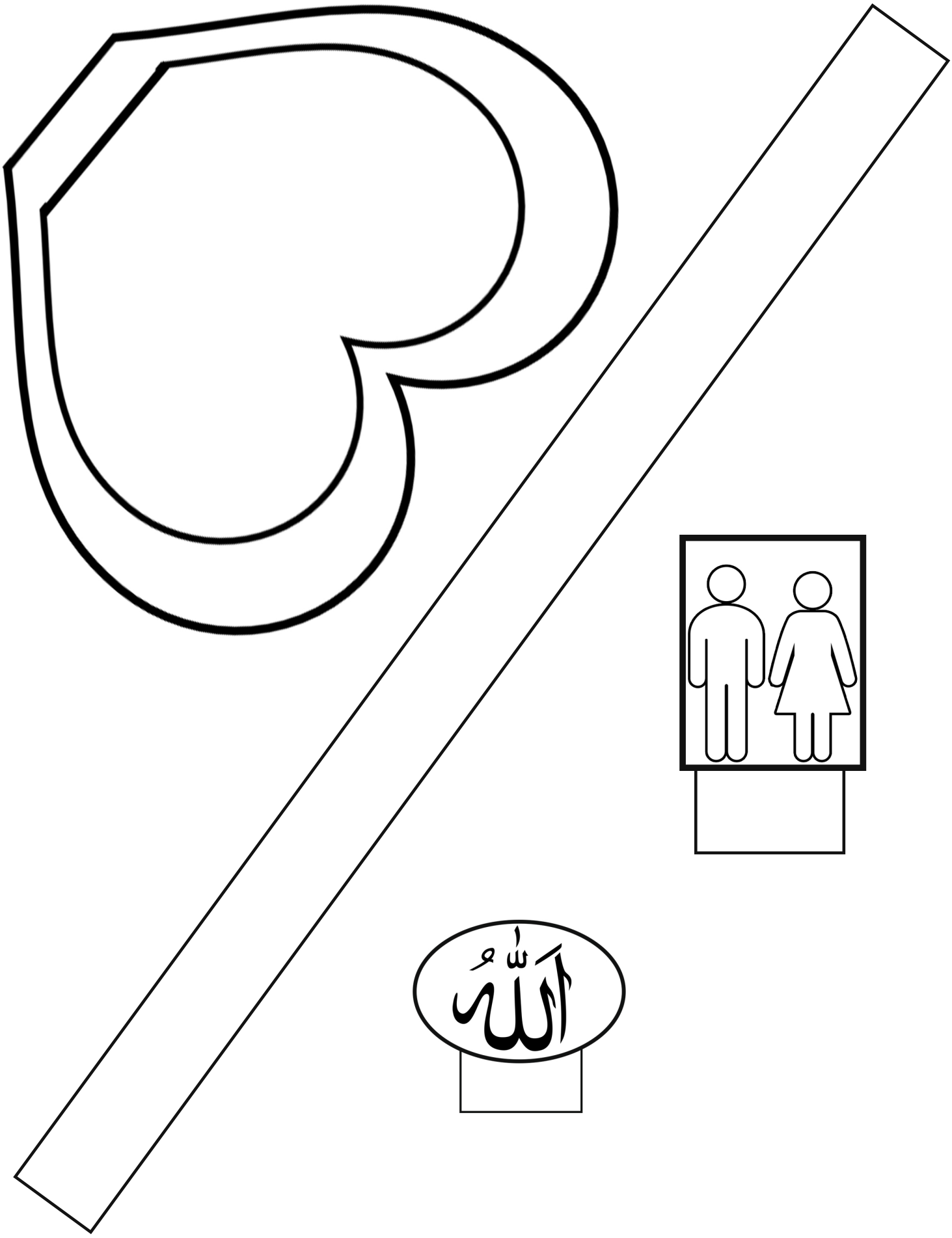
Suggested Ages: 5+

Materials:

- Arch, heart, and parents template
- Construction paper
- Sharpies or coloring pencils
- Scissors
- Tape or glue

Procedures:

1. **SAY:** Salaamun alaikum, dear children! We learned that we should pray for our parents as a way to thank them for what they do for us. What are other ways that we can thank our parents?
2. **SAY:** MashaAllah, so many good ideas! We can thank our parents by helping them with chores. We can thank them by showing them the respect and care. We can never truly repay our parents so we must to everything we can to show them love and thanks.
3. **SAY:** Today we will make a special project to remind ourselves that we must treat our parents in the best way, love and respect them, and pray for them, InshaAllah.
4. At this time hand out the arches and parents template.
5. Have the children color and decorate the templates.
6. Next have the children cut out all of the pieces. Make sure the children cut out the inside of the heart arch.
7. At this time hand out one sheet of construction paper to each child.
8. Have them take the long strip from the template and bend it into an arch. Have them tape down the ends of the arch on the construction paper.
9. Next have them take the heart and bend back the bottom portion so it forms a tab. Have them tape the tab of the heart arch down so that the heart arch is slightly behind the arch.
10. Have them take the Allah circle and bend back the tab. Then have them affix the Allah circle to the top of the arch.
11. Then, have them bend back the tab of the parents box and have them glue the parents under the arch in front of the heart.
12. Finally, have them write messages to their parents and prayers for their parents on the construction paper.



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Lesson 10

Allāh is the Best Protector

OBJECTIVE

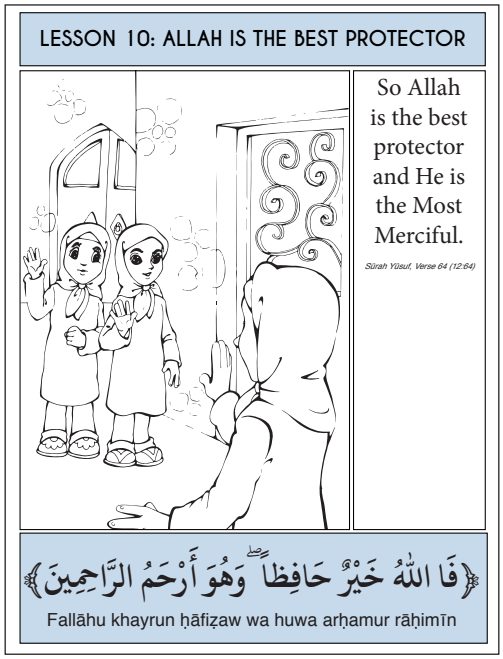
Students will learn that we can always rely on Allāh, and will memorize the corresponding āyah.

فَا للّٰهُ خَيْرٌ حَافِظاً وَهُوَ أَرْحَمُ الرَّاحِمِينَ

Transliteration: Fallāhu khayrun ḥāfiẓaw wa huwa Arḥamur Rāḥimīn.
Translation: So Allāh is the best protector, and He is the Most Merciful.
Āyah Source: Sūrah Yūsuf, Verse 64 (12:64)

STEP 1: INTRODUCTION

1. Begin each lesson with "Bismillāh hir-Raḥmān ir-Raḥīm." Encourage students to join you in reciting and doing the associated sign language before each lesson.
2. **Guiding questions:** Today, we are going to be talking about things that protect us. What does it mean to protect something? What are some things that protect us?
3. **Make a list:** Together with your students, make a quick list as you jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to be learning a new and special āyah today. I want you to listen carefully and think about what this āyah is saying.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, who do you think Allāh says is the best protector? Students will most likely respond, "Allāh!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 10: ALLAH IS THE BEST PROTECTOR
So Allah is the best protector and He is the Most Merciful.
Sūrah Yūsuf, Verse 64 (12:64)
﴿فَا للّٰهُ خَيْرٌ حَافِظاً وَهُوَ أَرْحَمُ الرَّاحِمِينَ﴾
Fallāhu khayrun ḥāfiẓaw wa huwa arḥamur rāḥimīn

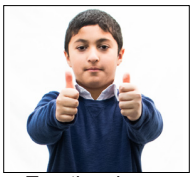
STEP 2: DISCUSSION

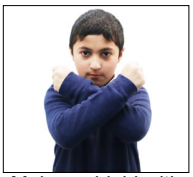
1. Have students sit in a circle and jot down their responses.
2. Use the talking points below and encourage an engaging discussion with students:
   - Allāh is always protecting us, but when we pray to Him, He is especially there for us, no matter what.
   - Did you know that when you recite Ayatul Kursi once, Allāh sends one angel to protect you? Then, if you recite it twice, Allāh sends two angels; if you recite it three times, He sends three angels to protect you; and if you recite it four times, Allāh says, "I will protect you Myself."
   - More than any technology or community helper, like police, the best protector is Allāh. Of course we have to get help from them as well, but we have to truly believe and rely on Him as our protector.
   - You can count on Allāh during both easy and hard times. He will never let you down. He watches you even when you're going through a hard time and wants the best for you.
   - Sometimes, when a baby goes to the doctor, the doctor gives it a shot that prevents the baby from getting sick in the future, but the baby doesn't understand and begins to cry. When the baby gets older, like you are now, you go to the doctor and understand that the shot is there to protect you. Even though there will be little pain, you close your eyes and bear the pain because it is good for you. Similarly, when we have faith and trust in Allāh, we realize that even when things seem bad, Allāh is always protecting us and doing what is best for us!

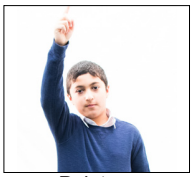
STEP 3: MEMORIZATION & SIGN LANGUAGE

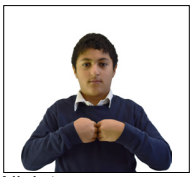
1. **SAY:** We will be memorizing this beautiful āyah using special sign language! I want you all to listen attentively and look carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to copy. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make a shield with hands crossed over chest,' be sure to say the Arabic (ḥāfiẓaw) and translation (protector) so that students can associate the sign with the Arabic word and English meaning.

Point up
(Fallāhu - So Allāh)


Two thumbs up
(khayrun - is the best)


Make a shield with hands crossed over chest
(ḥāfiẓaw - protector)


Point up
(wa huwa - and He is)


Show mercy coming down from Allāh to us
(Arḥamur Rāḥimīn - the Most Merciful)

4. **Video:** Tell students you have a special video of the signs that you will show them now. (Show video: link here) Watch video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah in a whisper, loud voice, louder voice, etc. This will get students excited and encourage them to recite along to imitate the teacher.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the signs five times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling; bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story and ask them to help you come up with names for the characters on the page and then create a storyline.
2. **OR** use the sample story below:

One day, Aliya and Batool decided to visit their aunt who lived not too far from their house. They were happily walking when they suddenly came to a very quiet and empty alleyway. "We can go through here, it'll be faster," said Aliya. She was right, it would definitely take less time to get to their aunt's house if they went through the alley. Still, Batool was hesitant.

"Yes, okay, but it's so empty," noted Batool, who was starting to get a little worried. "Maybe we should just go around."

"It'll be fine, don't worry!" Aliya replied, and began walking through, gently pulling her sister's arm. As they walked, Batool became more and more scared. If anything bad happened, there was no one around to see or hear them. Even Aliya began to look a little nervous.

Finally, they reached their aunt's house and ran to meet her. Their aunt saw that they looked scared and asked them what was wrong. "We took a different route to get here today, a shortcut," said Aliya. "And it was kind of scary!" added Batool

"You should be safe and make smart choices, like not walking through scary alleys," their aunt said. "We should also read du'as when travelling, whether we are alone or with someone, for Allāh is the best protector and He will keep us safe."

We learned today that Allāh says in the Qurʾān: [read āyah with translation]. We should always remember that Allāh is watching over and protecting us!

STEP 5: COLORING

As students color the picture in their books, walk around, encouraging them to recite the āyah and do the hand gestures. When they finish coloring, they can complete the matching worksheet.

LESSON 10: ALLAH IS THE BEST PROTECTOR

So Allah is the best protector and He is the Most Merciful.

Sūrah Yūsuf, Verse 64 (12:64)

﴿فَاللَّهُ خَيْرٌ حَافِظًا ۖ وَهُوَ أَرْحَمُ الرَّاحِمِينَ﴾

Fallāhu khayrun ḥāfiẓaw wa huwa arḥamur rāḥimīn

Lesson 10: Allah is the Best Protector

Objective: Children will learn that having faith in Allah and knowing that He is the Best Protector helps us to be courageous and make the right choices.

Time: 40 minutes

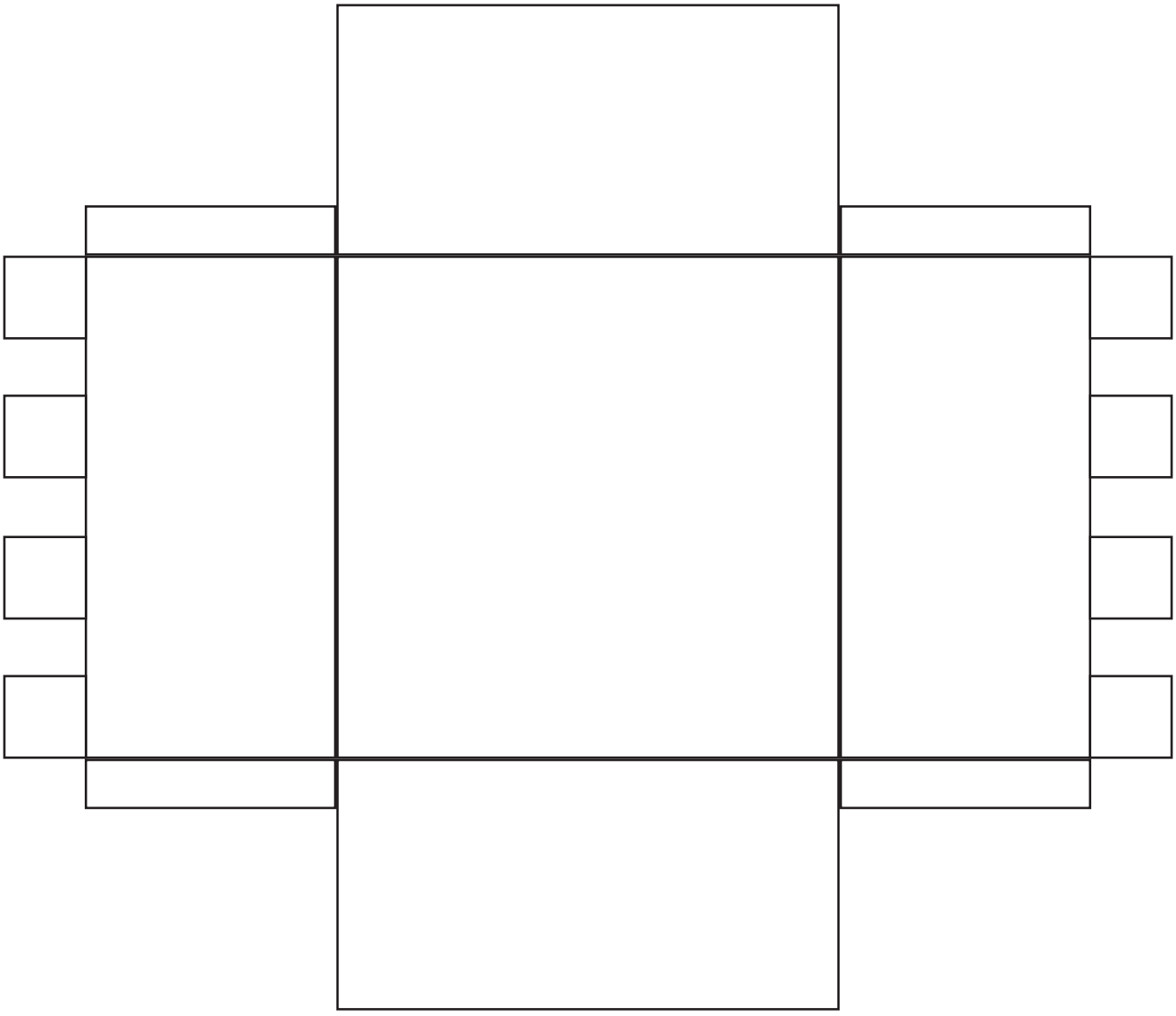
Suggested Ages: 5+

Materials:

- Fortress template
- Sharpies or coloring pencils
- Scissors
- Glue

Procedures:

1. **SAY:** Salaamun alaikum, dear children! We just learned that Allah is the best protector in good and bad times. If we are worried about a bully but our parents find out and protect us, how do we feel? [wait for response]
2. **SAY:** Yes. We would feel safe and we might even feel more confident. But what if we have bigger challenges where other people might try to stop us from making the right choices to please Allah, who is our number one protector? [wait for responses]
3. **SAY:** Good! Allah will protect us! If we try hard to always make good choices and do the right thing even if people try to stop us, Allah will give us strength and protection. Having faith in all gives us confidence and helps us to make the right choices and do good deeds.
4. **SAY:** Today we will make a special project to remind ourselves that we should remember that Allah will always take care of Him and that we should always have faith in Him in both good times and hard times.
5. At this time hand out the fortress template.
6. Have the children color and decorate the template.
7. Next have them cut out the pieces; the fortress is all one piece.
8. There are two walls with battlements and two plain walls.
9. The walls with the battlements have tabs at the ends. Snip the taps apart from the **plain walls**.
10. Next fold up all four walls and fold in the tabs.
11. Glue the tabs to the adjoining walls to form a little box.
12. Finally, glue the rectangle with the ayat on it to the front of one of the battlements walls.



Allah is the Best Protector

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Lesson 11

Use Pure Water For Cleaning

وَ اَنْزَلْنَا مِنَ السَّمَاءِ مَاءً طَهُوراً

And We sent down from the sky purifying water.

Sūrah al-Furqān, Verse 48

Imam Ali (a) loved inviting people to his house and sharing meals with them. One day, he invited a friend and his son over for dinner. They were both so excited to visit the Imam and share a meal with him! After all, the Imam (a) was a cheerful and loving person, and he always showed extra kindness to his guests.

When they finished eating, the Imam (a) brought a jug of water and clean towel so that he could wash his guest's hands. Shocked, the man asked, "how can you wash my hands? You are my Imam and leader!" The man could not believe that Imam Ali (a), with all his greatness, was doing something that servants would normally be doing.

The Imam (a) replied, "You are my guest, and I would like the honor of serving you because this is what Allah likes. Please wash your hands carefully and don't feel embarrassed."

The Imam (a) then told his own son who was sitting next to him to wash the other boy's hands.

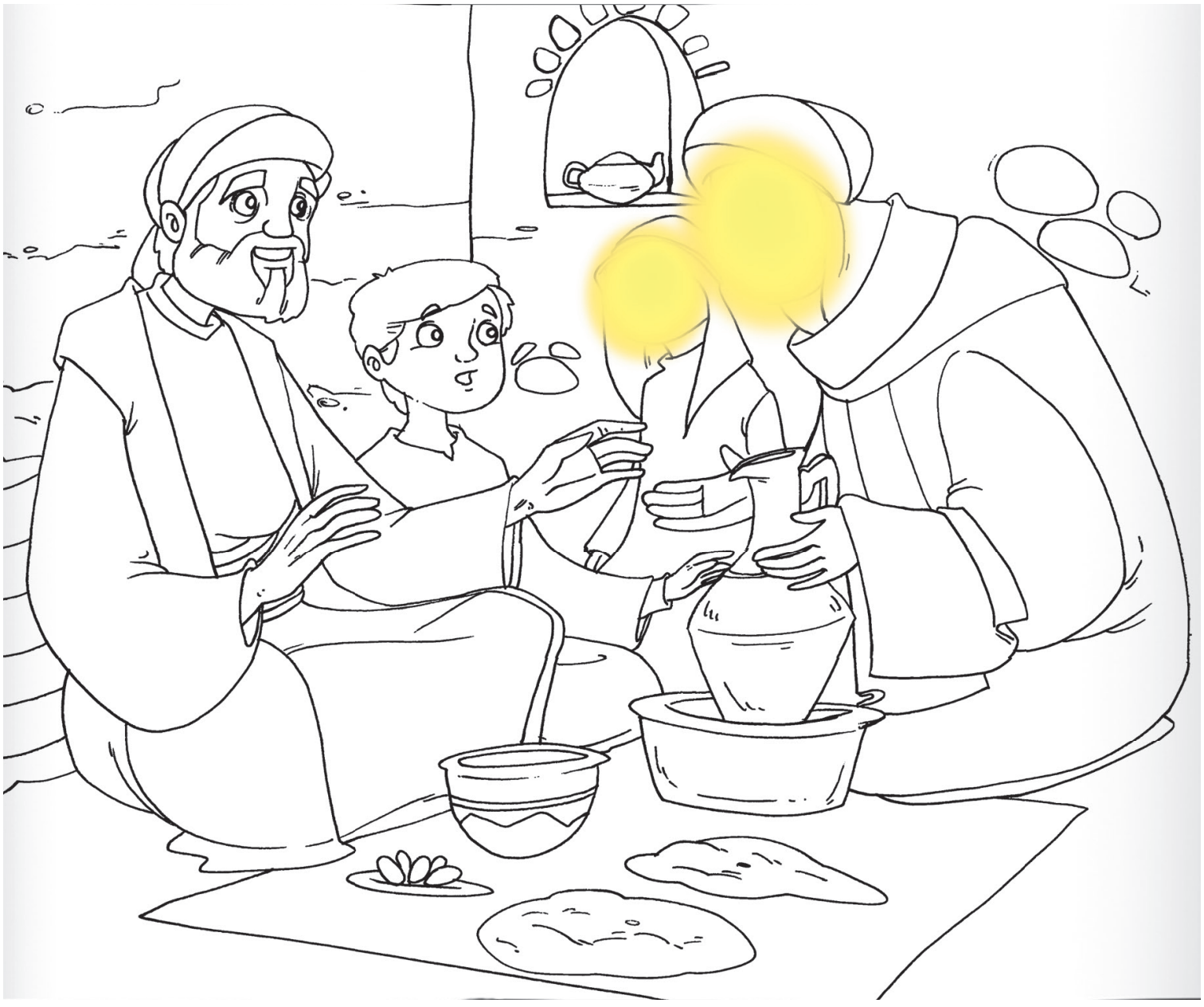
The two guests felt very touched by this act of kindness and left the Imam's home feeling humbled.

Biḥār ul-Anwār, Vol. 9, P. 598

اِغْسِلُوا أَيْدِيَكُمْ قَبْلَ الطَّعَامِ وَ بَعْدَهُ

Imam Ja'far-as-Sadiq (a):
Wash your hands before and after you eat.

Mashaim, Vol. 2, #1594

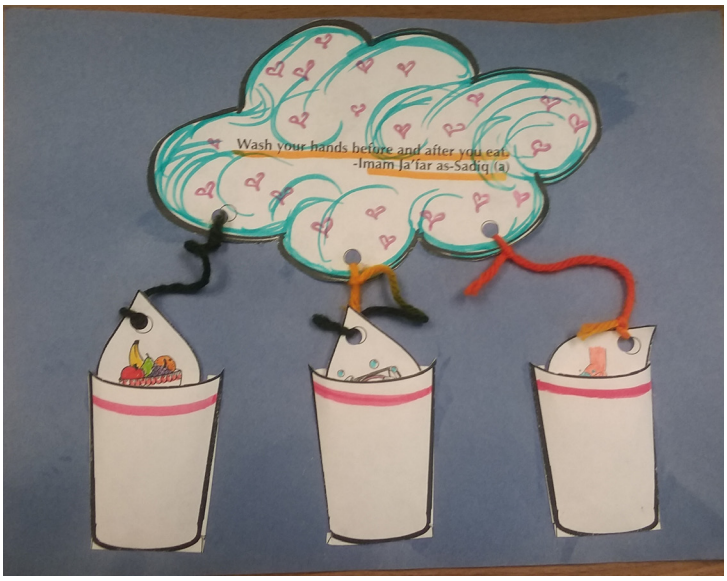


Lesson 11: Use Pure Water for Cleaning

Objective: Children will learn that cleanliness and good health begins with using clean water.

Time: 40 minutes

Suggested Ages: 5+



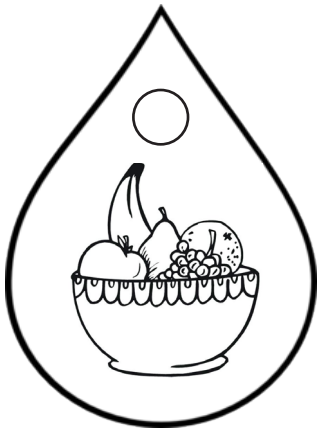
Materials:

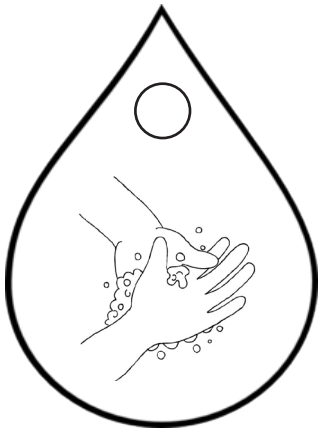
- Use Pure Water for Cleaning Lesson 11 Handout
- Cloud, drops, and cups template
- **Sharpies or coloring pencils**
- **Construction paper**
- **Scissors**
- **Glue**
- 1-hole punch
- 8-inch pieces of yarn **(3 pieces per child)**

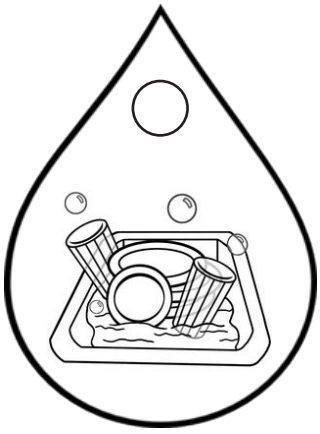
Procedure:

1. **SAY:** Salaamun alaikum, dear children! Today we are going to talk about cleanliness. What are different ways that we can keep clean? [wait for response]
2. **SAY:** Good suggestions! One of the most important times to keep things clean is during meal times. What are the different thinks we wash before and after eating?
3. **SAY:** Many great responses! We wash the food we eat, we wash dishes, and we have a special hadith from Imam Jafar as-Sadiq (a) that says, "Wash your hands before and after you eat." Let us look at a special example from Imam Ali (a) about the importance of washing our hands after eating.
4. At this time pass out a copy of the Lesson 1 Handout.
5. After reading the story **ASK:** What was Imam Ali (a) trying to show us by washing his guests hands? [wait for responses]
6. **SAY:** Good guesses. Imam Ali (a) basically wanted to show us that being clean at all times is very important. And one of the most important times that we must wash in order to keep clean is before and after we eat!
7. **SAY:** It is also important to remember that the water we use to wash and to drink and to cook is a blessing. Water is a very important part of our life and helps us to keep healthy and clean. Let us thank Allah for this amazing blessing by making a special project that will remind us to wash our hands and food, inshaAllah!
8. At this time hand out the cloud, drops, and cups template.
9. Have them color and cut out all of the pieces.
10. Next help punch out the holes in the clouds and drops.
11. Now tie a string from each hole in the cloud to one drop.
12. Now hand out a sheet of construction paper to each child.
13. Have them glue the cloud to the top of their sheet (the 8.5 inch edge should run from top to bottom).
14. Next fold back the tabs of each cup and apply glue to the tabs and glue down the cups **(do not glue the top or body of the cups down, the cups should for 3 pockets)**.
15. Finally slip one drop into each of the cups below.

Wash your hands before and after you eat.
-Imam Ja'far as-Sadiq (a)







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Lesson 12

Be Clean & Presentable

وَ اللّٰهُ يُحِبُّ الْمُطَّهِّرِيْنَ

And Allah loves those who stay pure.

Sūrah at-Tawbah, Verse 108

One day, a friend of the Prophet (s) was coming over to his house. Knowing this, the Prophet (s) dressed up, washed his face, combed his hair, and put on some fragrance.

He had a habit of always being clean and smelling nice.

When his wife saw how he took the time and effort to prepare for his guest, she asked, "why did you do all of that?"

He replied to her, "Allah loves for us to look neat and clean when meeting our friends."

Makārim al-Akhlāq, P. 51

خُذُوا مِنْ شُعُورِكُمْ وَ اسْتَاكُوا وَ تَزَيَّنُوا

Prophet Muhammad (s):
Take care of your hair, brush your teeth, and beautify yourselves.

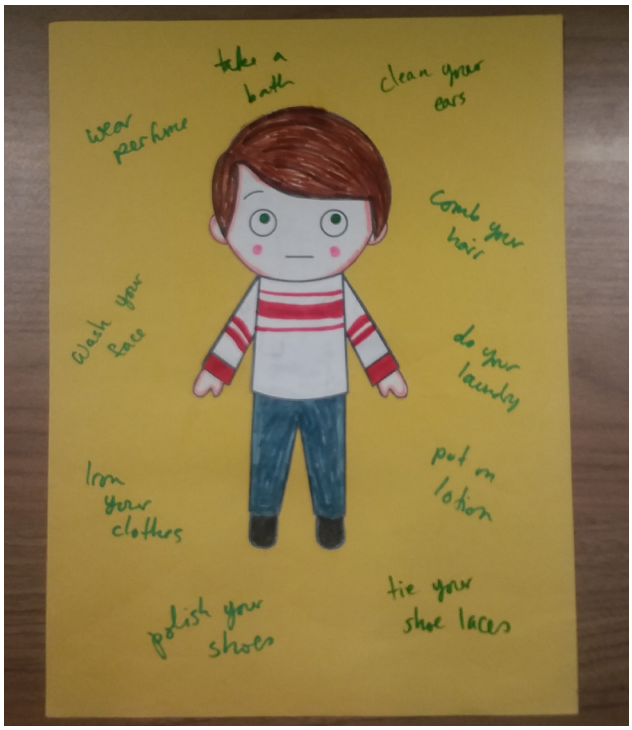
Kanzul Ummal, Vol. 6, P. 640

Lesson 12: Be Clean & Presentable

Objective: Children will learn the importance of being presentable both alone and in front of others.

Time: 40 minutes

Suggested Ages: 5+

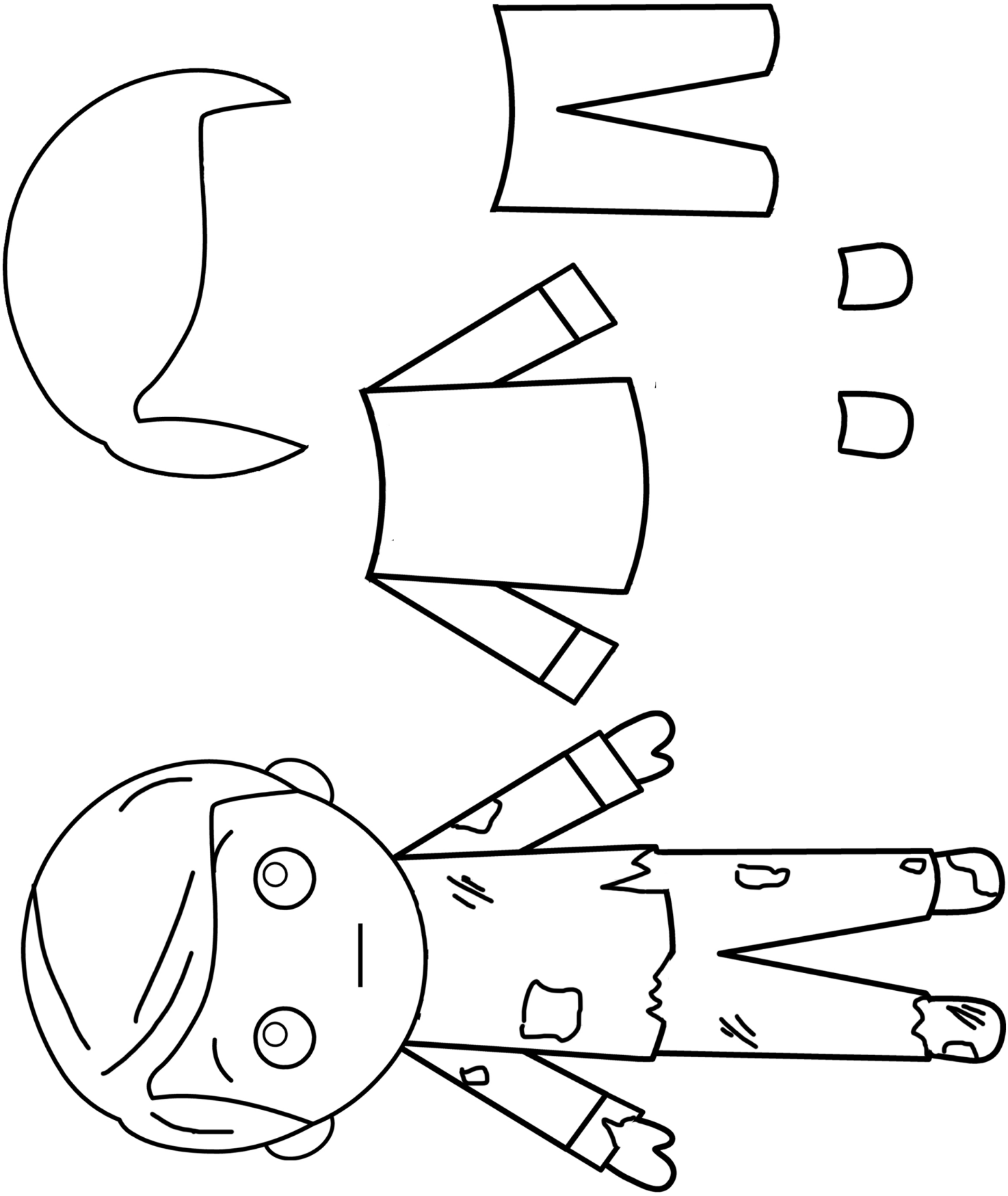


Materials:

- Be Clean and Presentable Lesson 12 Handout
- Messy boy and clean clothes template
- Sharpies or coloring pencils
- Construction paper
- Scissors
- Glue

Procedure:

1. **SAY:** Salaamun alaikum, children. When is the best time for us to keep ourselves clean and tidy? [wait for responses]
2. **SAY:** MashaAllah, many great responses. We should keep ourselves clean at all times, especially when there are other people around. What are things we can do to make ourselves tidy and presentable in front of others? [Wait for responses]
3. **SAY:** Great suggestions! Let's look at the example of our Noble Prophet (s) to learn how we can be presentable in front of others.
4. At this time pass out a copy of the Lesson 12 Handout.
5. After reading the story **ASK:** Can anyone tell me the steps that the Noble Prophet (s) took to get ready to meet his guest? [wait for responses]
6. **SAY:** Right! The Noble Prophet (s) put on clean clothes washed his face, combed his hair, and put on some perfume. We keep ourselves looking our best even when we do not have guests! Today we will do an activity that will help us remember to be clean and presentable!
7. At this time, hand out the messy boy and clean clothes template.
8. Have the children color and decorate the template
9. Then cut out the messy boy, clean clothes etc.
10. At this time hand out the construction paper
11. Have the children glue the messy boy to the construction paper
12. Next glue all the nice pieces over the messy boy to turn him into a tidy boy. **When gluing on the outfit, for best results: first glue on the shoes, then the pants, and then the shirt.**
13. Finally have the children write a few words on the construction paper around the tidy boy different things to do to be neat and tidy.



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Lesson 13

Wear Clean Clothes

وَ ثِيَابَكَ فَطَهِّرْ

And purify your clothes.

Sūrah al-Muddathir, Verse 4

The Prophet (s) cared a lot about being clean and always smelling good. One day, he saw a pile of laundry lying around his home, so he began to wash the clothes.

Moments later, his wife came up to him and offered, “O Prophet, let me wash them!” He was very happy with her offer and accepted her help.

As they washed the clothes together, he taught her, "everything, even clothes, praise Allah (by doing dhikr),” he said. “But when clothes become dirty, all of that stops."

Mizān al-Ḥikmah, Vol. 10, P. 940

اِغْسِلُوا ثِيَابَكُمْ وَ تَنَظَّفُوا

Prophet Muhammad (s):
Wash your clothes and be clean.

Kanzul Ummal, Vol. 6, P. 640

Lesson 13: Wear Clean Clothes

Objective: Children will learn that keeping clothes clean and wearing clean clothes are a means of ibaadah and will bring them closer to Allah.

Time: 40 minutes

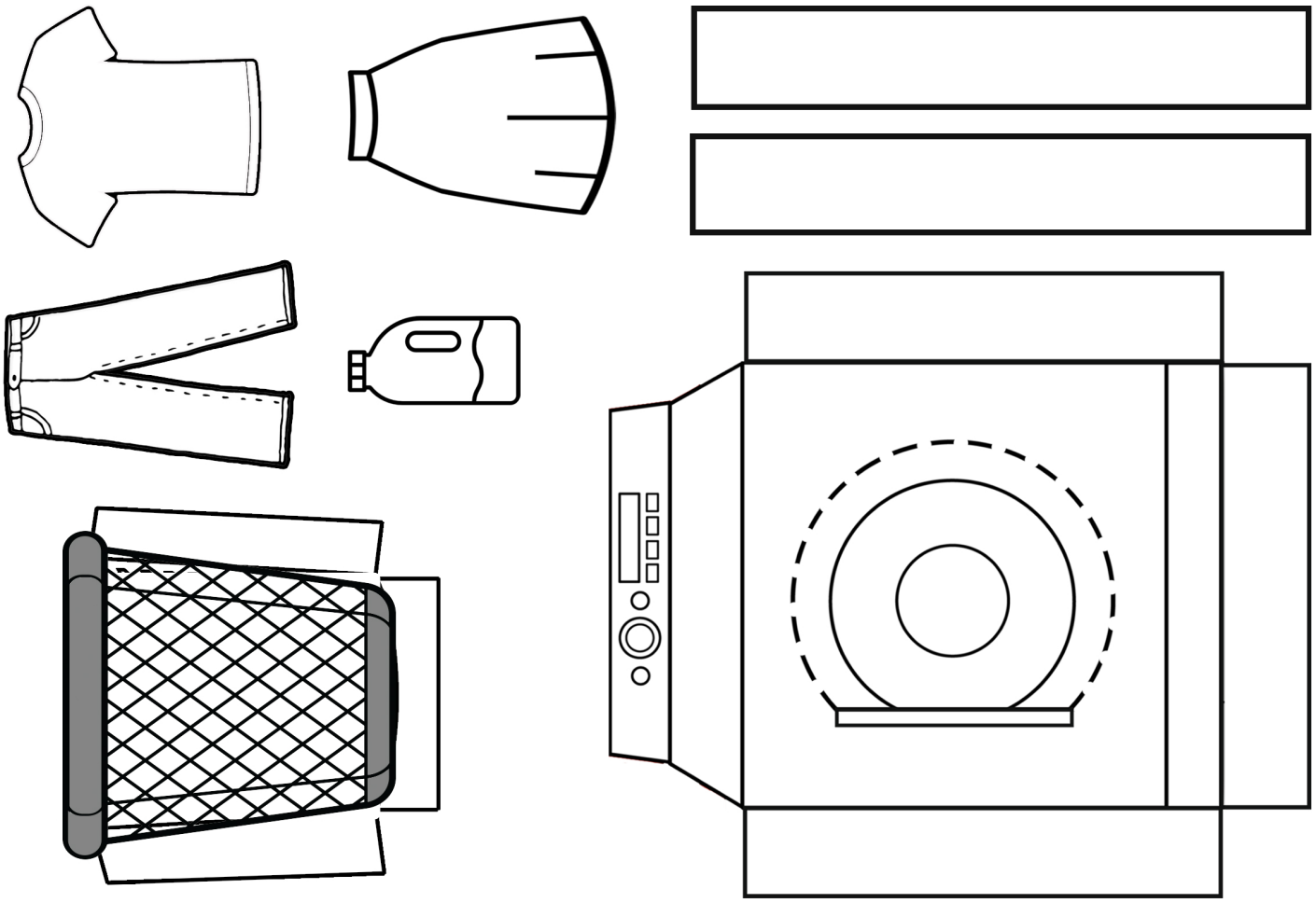
Suggested Ages: 5+

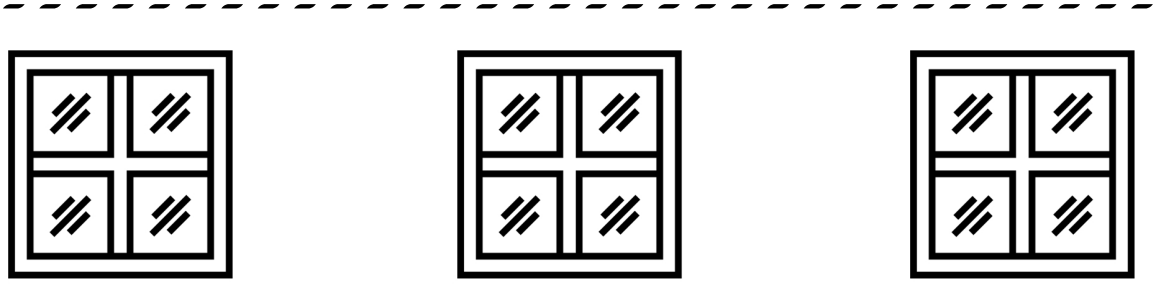
Materials:

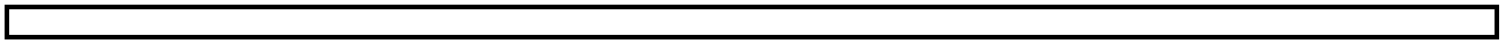
- Wear Clean Clothes Lesson 13 Handout
- Laundry room, washing machine, and clothes template
- Sharpies or coloring pencils
- Construction paper
- Scissors
- Glue
- Yarn (5 inches per child)
- Small paper clips (1 per child)

Procedure:

1. **SAY:** Salaamun alaikum, children! Who can tell me different ways that we can wash our clothes or keep them clean? [wait for responses]
2. **SAY:** Excellent ideas! There are many ways that we can take care of our clothes. What are some of the benefits of washing our clothes? [wait for responses]
3. **SAY:** MashaAllah, many great answers. There is one very special benefit of having clean clothes. Let us look at a story about the Noble Prophet (s) to find out what it is!
4. At this time pass out a copy of the Lesson 13 handout.
5. After reading the story **ASK:** What is the special benefit of washing our clothes according the Noble Prophet (s)? [wait for responses]
6. **SAY:** Yes! Even our clothes realize the greatness of Allah! Our clean clothes recite dhikr and tasbeeh, so they also praise and worship Allah. But they only do this as long as they are clean. This means that we should keep our clothes clean so that we can have more blessings in our home from the tasbeeh of our clothes.
7. **SAY:** Today we will do a special project that will remind us to wash out clothes so that they always bring blessings into our homes, inshaAllah.
8. At this time, hand out the laundry room, washing machine, and clothes template.
9. Have them color the template and cut the laundry room apart from the half with all of the pieces and cut out all the pieces.
10. At this time hand out the construction paper and have them glue the laundry room to the construction paper.
11. Then have the children carefully cut along the dotted lines of the washing machine door
12. Fold in the tabs of the washing machine and glue the top and the tabs of the machine in the left side of room **making sure not to glue down the door or the body of the machine. There should be a pocket inside the machine.**
13. Then glue the detergent bottle on the shelf above the washing machine.
14. Then fold in the tabs of the laundry basket and glue that in the center of the room right next to the washing machine. **Do not glue the top of the basket; it has to form a pocket.**
15. Now take the two rectangles and tightly fold them to form two "poles" and glue inside the folds of each "pole" to keep them folded. Then glue them on the right side of the room about 3 inches apart..
16. Then glue the yarn from one pole to the other to form the drying line.
17. Now have the children write Allahu Akbar on the pants, Alhamdulillah on the shirt, and SubhaanAllah on the skirt.
18. Slip the pants in the washing machine and the shirt in the basket
19. Then, using the paper clip, pin the skirt onto the drying line.







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Lesson 14

Eat Pure Food

فَلْيَنْظُرْ اَيُّهَا اَزْكَىٰ طَعَاماً

Let him find out which of them has the purest food.

Sūrah al-Kahf, Verse 19

Many years ago, in the city of Rome, it was illegal to worship Allah, the One. If anyone believed and worshipped one God, the evil king would torture and even kill them.

There was one group of young people who wanted to worship Allah freely, so they escaped from the city and hid inside a cave. The king's army searched for them everywhere, but Allah protected them by sealing the cave with a huge boulder. Then, Allah allowed them to sleep for many, many years — 300 years to be exact! This is why they are now known as The People of the Cave (*Ashaabul Kahf*).

In Surah al-Kahf, Allah says that when He finally woke them up from their sleep, they had no idea how long they had been sleeping. They thought they might have been asleep for a few hours or maybe even a full day. The only thing they knew for sure was that they felt very hungry! Even though they thought it was risky to leave, they decided that one of them would go back to the city to buy some food for everyone.
Before leaving, one of them advised him, "And be sure to buy food from a clean and pure place."

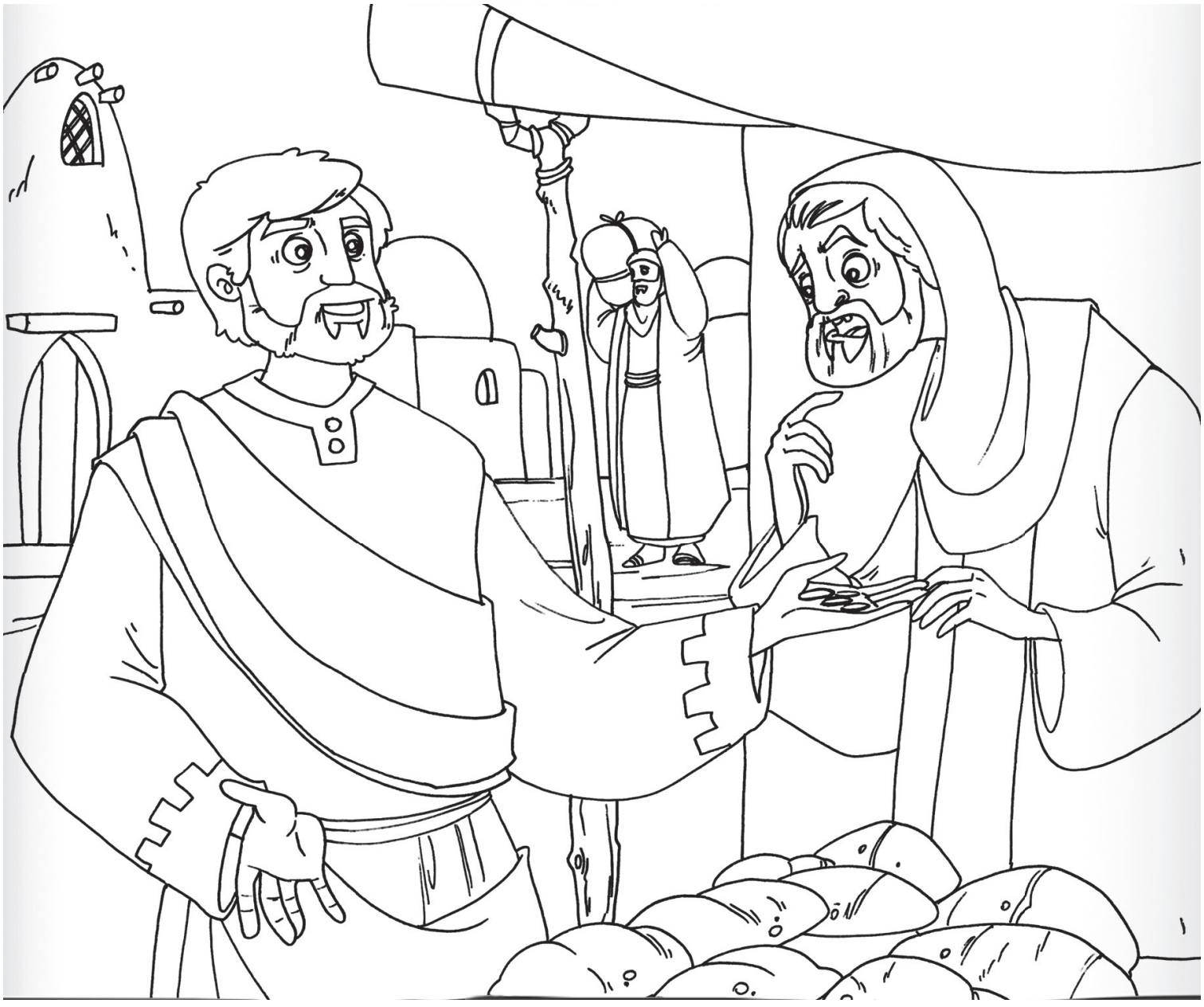
Even though they had not eaten for 300 years, The People of the Cave still made sure that the food they ate was pure and halaal.

Tafsīr an-Namūnah

مِنْ اَخْلَاقِ الْأَنْبِيَاءِ التَّنَظُّفُ

Imam Ali ar-Ridha (a):
Cleanliness is from the akhlaq [characteristics] of the Prophets.

Muntakhab Mizan al-Hikmah, #6167



Lesson 14: Eat Pure Food

Objective: Children will learn that in Islam cleanliness also pertains to halal food and that we should be careful to only eat halal food.

Time: 40 minutes

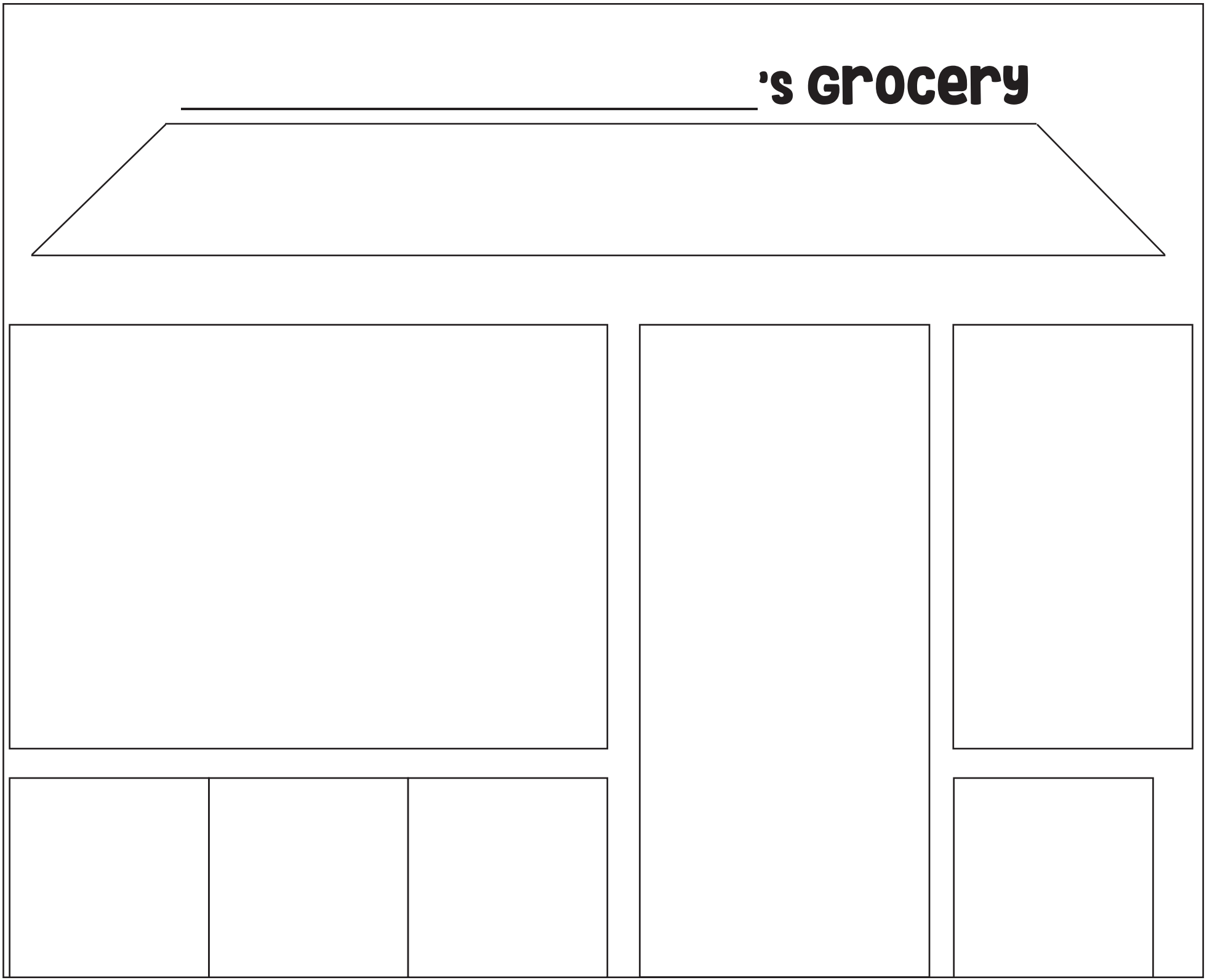
Suggested Ages: 5+

Materials:

- Eat Pure Food Lesson 14 Handout
- Awning, interior, and produce template
- Grocery store facade template
- Sharpies or coloring pencils
- Scissors
- Glue

Procedure:

1. **SAY:** Salaamun alaikum, dear children. So far we have been talking about cleanliness. Who can tell me what it means to be pure? [wait for response]
2. **SAY:** Good answers. We know that when something is pure, it does not have any dirt or dust in it and is very, very clean. But what are other ways that something can be pure? [wait for responses]
3. **SAY:** Good guesses. Let us look at a special story to learn about what is considered pure food.
4. At this time pass out a copy of the Lesson 14 handout.
5. After reading the story **ASK:** According to this story what does it mean to eat pure food? [wait for responses]
6. **SAY:** Good guesses. When we talk about pure food we are talking about eating halal food. In Islam, part of being clean is to make sure we are spiritually clean by making sure we eat halal food and live a halal life. Today we will make a special project that will remind us to eat pure food, inshaAllah
7. At this time, hand out the awning, interior and produce template.
8. Have them color and cut out all of the pieces.
9. Next hand out the grocery store facade.
10. Have the children glue everything into place. When glueing the awning encourage the children not to glue down the fringe of the awning.
11. Next have the children write HALAL on the door
12. Finally, have the children write their name in the blank space before **'s Grocery**.


_____'s Grocery

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Lesson 15

Keep The City Clean

بَلْدَةٌ طَيِّبَةٌ

A clean, pure city.

Sūrah Saba', Verse 15

It was a sunny day in the city of Medina when the fourth Imam, Imam Sajjad (a), was walking through town with some friends. As they were passing through one of the streets, they noticed that it was quite dirty; there were rocks and rubble everywhere!

Without saying a word, the Imam (a) gently got off his horse and bent down to gather the rocks with his blessed hands.

His friends looked surprised, wondering why he would stop in the middle of the street. One of them finally asked, "may my mother and father be sacrificed for you*! What are you doing?"

The Imam (a) turned toward his friends and said, "These rocks are in the middle of the way, and someone might get hurt."

After hearing this, the men immediately came down from their horses to help the Imam (a) clean the streets. As they pushed aside the rocks, they thought about how blessed they were to spend time with the Imam (a). He was always inspiring them to do good and help others.

Biḥār ul-Anwār, Vol. 75, P. 160

*In our ahadith and du'as, when someone wants to show the highest level of loyalty and love toward another person, they use this expression.

اُكْنُسُوا اَفْنِيَتَكُم

Prophet Muhammad (s):
Sweep and clean the front of your house

Nahjul Fasaahah, P. 296

Lesson 15: Keep the City Clean

Objective: Children will learn the importance of keeping their city clean and that they have the ability to contribute to the cleanliness of their environment.

Time: 40 minutes

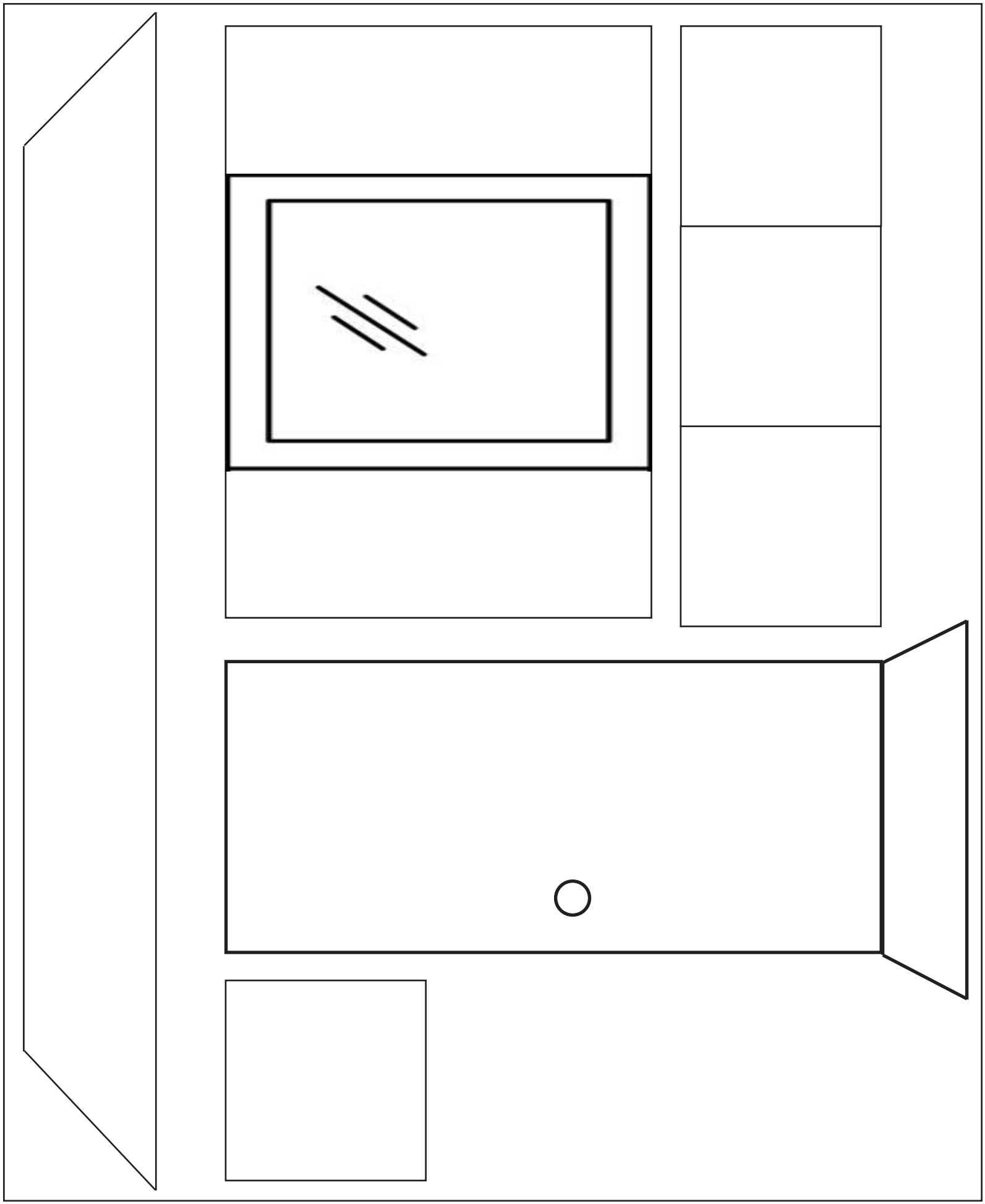
Suggested Ages: 5+

Materials:

- Keep the City Clean Lesson 15 Handout
- House facade template
- Plants and broom template
- Sharpies or coloring pencils
- Scissors
- Glue
- Brads

Procedure:

1. **SAY:** Salaamun alaikum, dear children! What are some interesting places that we can go to in the city? [wait for responses]
2. **SAY:** Many great responses! A city can be a big place with lots of places to go. With so many places in the city who is responsible for keeping the city clean? [wait for responses]
3. **SAY:** Good suggestions! There are many people in the city who help to keep in clean. But let us look at a story about Imam Sajjad (a) to see who else can keep the city clean.
4. At this time pass out a copy of the Lesson 15 Handout.
5. After reading the story **ASK:** Who cleaned the rocks out of the road in the story? [wait for responses]
6. **SAY:** Yes! Imam Sajjad (a) was cleaning the rocks from the road. What was Imam Sajjad (a) teaching us by doing this? [wait for responses]
7. **SAY:** Good! Imam Sajjad (a) was showing us that we must do our part to keep the city clean. And according to a hadith from our Noble Prophet (s), one of the best places to start is from the front of our house! Today we will make a special project to remind us that we should keep the city clean starting with our home, inshaAllah.
8. At this time, hand out the plants and broom template.
9. Have the children color and cut out all of the pieces.
10. Then hand out the house facade template and have the children color the roof, door, welcome mate, and window frame.
11. Next have them glue the window shutters, plants, and light into the appropriate places on the house facade.
12. Then have the children pole a brads though the top of the brush portion of the broom.
13. The children should place the broom so that it is going to sweep the welcome mat and poke the brad through the door and fasten the broom in place.



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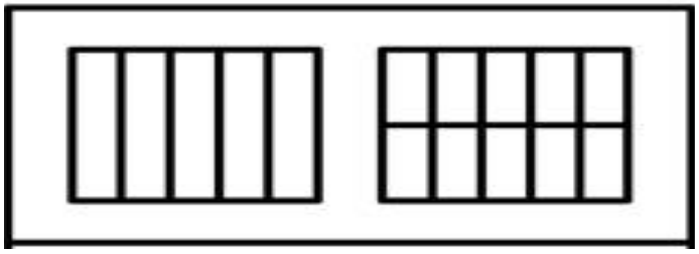

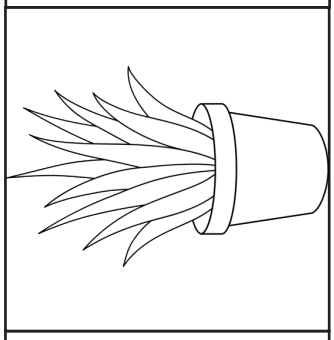

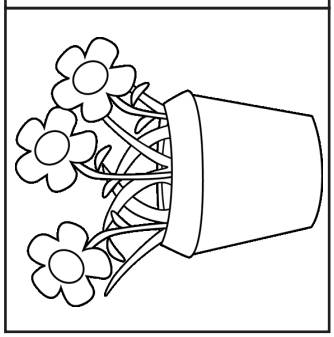

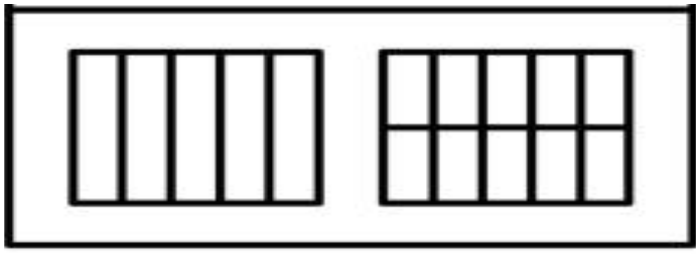

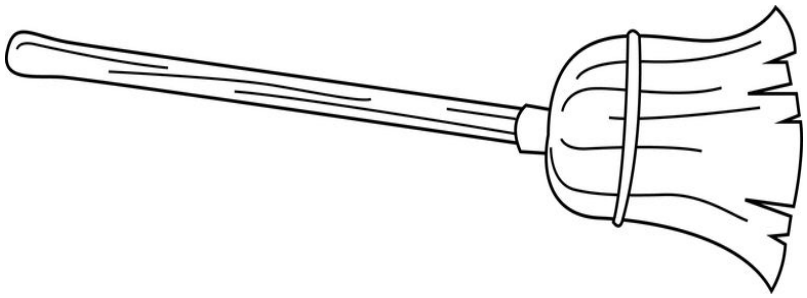

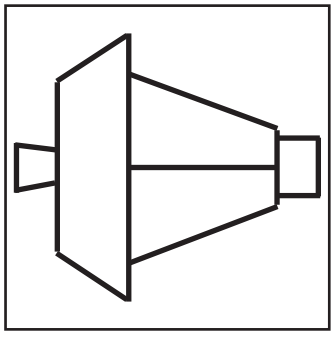

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TALES OF THE LAST MESSENGER
FROM THE LIFE OF THE NOBLE PROPHET (S)
Heavenly Brothers
40
HADITH FOR CHILDREN
KISA KIDS PUBLICATIONS
HAKIMA AND HADI GO TO JUM'AH!
AL-KISA FOUNDATION
STEPS TO PERFECTION
7TH GRADE ISLAMIC STUDIES CURRICULUM
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Understanding the Quran
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Under the guidance of Maulana Nabi R. Mir (Abid)
10 Days of al-Karāmah
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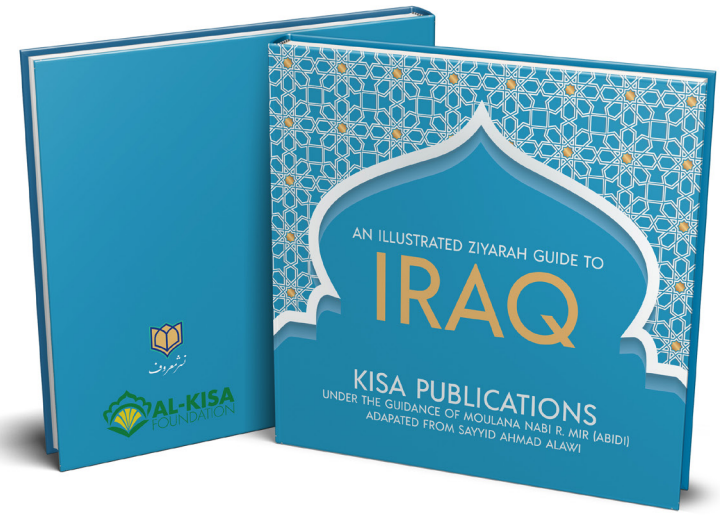
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